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ABSTRACT

VOLUME I OF THE PROGRAM OF INSTRUCTION (EA 002 789) CONTAINED CHAPTERS 1-4. THIS VOLUME CONTAINS CHAPTERS 5 AND 6. CHAPTER 5, GROUP-FUNCTIONING, ILLUSTRATES THE FLEXIBILITY THAT THE PROGRAM OF INSTRUCTION AFFORDS THE SPECIALIST IN CONTINUING EDUCATION IN SELECTING EVALUATIVE INSTRUMENTS AND TRAINING ACTIVITIES. CHAPTER 6, OPERATIONAL DESIGN, SHOULD CULMINATE THE TRAINEE'S EXPERIENCE BY INVOLVING HIM IN A TASK RELATED TO HIS LOCAL SITUATION AND POSITION. PP. 122-126 MAY REPRODUCE POORLY DUE TO MARGINAL LEGIBILITY. (AUTHOR/DE)

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PROGRAM OF INSTRUCTION (POI)

Program I:

SPECIALIST IN CONTINUING EDUCATION

(Volume II)

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To:

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NOTE TO USERS

As stated in the Introduction to the Program of Instruction (Volume I, pp. ii-v), the P.O.I. has been designed for specific and selective rather than chronological and inclusive presentation.

In this volume, *V Group-Functioning* particularly illustrates the flexibility that the P.O.I. affords an SCE in selecting evaluative instruments (C.) and training activities (D.).

HOWEVER -- in *VI Operational Design*, the final activity of "Constructing an 'Ideal' Design" (B.3.) should culminate the trainee's experience by involving him in a task related to his local situation and position.

CONTENTS

Volume II

V. GROUP-FUNCTIONING

V. GROUP-FUNCTIONING

A. Rationale

1. Definition

Group functioning is the collective interaction of people who operate at a level of interdependent relationship either as a unit or on a person-to-person basis.

2. Attitudes, Knowledge, Skills

a. Attitudes:

(1) The Specialist in Continuing Education (SCE) should have the attitude that working and interacting with people -- especially in groups -- is rewarding work.

(2) The SCE should possess the attitude that collective strength is generally greater than individual strength in creating change within the individual.

(3) The SCE should possess the attitude that individuals in the group will benefit from group interaction and the Specialist will actively work toward that goal.

(4) The SCE should possess the attitude that through group interaction professional growth is possible, feasible and more lasting.

(5) The SCE should possess the attitude that the leader's role in a group is best performed in a non-authoritarian, supportive, accepting manner.

b. Knowledge:

(1) The SCE must be cognizant of current group theory, research, and developmental methods.

(2) The SCE must understand small group processes -- particularly in respect to:

   (a) The stages of development in group interaction (including the origin of groups)

   (b) The individual's effect on the group

   (c) The group's effect on the individual

   (d) The characteristics of different types of groups

   (e) The nature of group membership

c. Skills:

The SCE must possess the skills necessary to apply his knowledge of group process to the seminar situation.

(For specific techniques and activities, refer to D. Training Activities.)

(1) The SCE must be able to generate a cohesive group whose members will provide resources and support for one another in activities related to group goals:

   (a) The SCE should know and be able to use techniques that tend to galvanize group membership (using both task-oriented and process-oriented activities).

   (b) The SCE should encourage a high rate of interaction among group members and support group functions even though they may not relate to the group task.

   (c) The SCE must maintain a balance of task and social interaction so that the group members will feel satisfied with the group's progress.

That a cohesive group had evolved would be reflected in:

(a) Member indices of satisfaction and involvement with the group as measured by "A Yardstick for Measuring Group Growth", for example

(b) Willingness to repeat or continue the experience

(c) Change in communication patterns or sociometric choices in the direction of more interaction among group members

(d) The development of a group or "team" identity and loyalty among the membership ("<u>our</u> group")

(2) The Specialist should assist the group in maintaining open communication within the group.

(a) The Specialist's leadership style should be permissive, supportive and flexible to permit openness among the group members to develop. He should encourage honest communicating with the group.

(b) He should generate a climate motivating group members to freely ("safely") discuss any problem with other members of the group and to offer suggestions or direct criticisms to the Specialist.

(3) The SCE must function as a "change agent" in introducing changes to the group and in helping the group to accept change as a meaningful, necessary and non-threatening process.

The SCE should introduce examples of "beneficial change" that relate to both attitudinal and behavioral (operational) areas.

These goal-oriented activities should help the participants to develop positive attitudes toward change and to show a willingness to accept innovations and new styles of behavior that people with whom they interact exhibit.

3. Why Group-Functioning

In order to derive the benefits of group interaction (see C. 1. and 2.) and to effect economies, the SCE utilizes the small group as a strategy to achieve his objectives.

In order to effectively apply this technique, he must have a thorough understanding of the knowledge and skills dynamizing the group process. Furthermore -- the SCE must manifest attitudes supporting and enhancing the process.

4. Conceptual Presentation

   a. Immediately involve participants in the group activity of choosing members of teams. First, each person lists the names of three individuals with whom he would least like to work.

      Then -- for a half hour with no staff member present -- the participants as a group will decide <u>how</u> they will structure the teams and <u>who</u> will be selected for each team.

      From these final rosters, the staff will form the seminar and the "T" groups.

   b. To demonstrate the advantages of such a group effort (task), introduce activities involving comparison of group with individual achievement.

   c. When appropriate, provide participants with supplemental written material about groups: textbooks, handouts on group process, research articles, etc.

   d. To enhance the development (within the group) of skills in recognizing and assessing group-growth (the most significant feature of Behavioral Practice Groups), encourage members to actively participate in informal group activities that are unprogrammed or extra-curricular.

5. Evaluation

In order to validly evaluate group activities and functions, the group itself should perform this task. By using group evaluation forms and instruments or techniques devised by the group, each activity should and could be assessed.

Such evaluations would effectively serve to initiate group discussions about the various activities.

B. Resource Materials

These resource materials conceptually and substantively explicate the attitudes, knowledge and skills (see Rationale) that a Specialist in Continuing Education must develop in order to effectively function with groups.

As groups function, participants often become so task-oriented that the interpersonal relationships catalyzing their activity become a secondary concern. In order to anticipate or prevent such imbalance (that conceivably could retard rather than expedite the group's progress in achieving its task), a definite time period should be allocated for the group to consider, "How are we working as a group?"

Such topics as individual contribution, working relationships, communication problems, general group atmosphere, etc. would generate relevant discussion and develop an awareness that process and task must be dealt with simultaneously. When participants have acquired this awareness, time to discuss process can be less frequently scheduled.

The following materials represent selected resources for the leader to use in his presentation and clarification of this catalytic component in group activity and achievement.

1. Dynamics

a. Structual properties of groups:

(1) Individual attitudes and motivation will determine in many ways the manner in which people structure themselves for attainment of goals or tasks. Groups take on a structure which also operates as a motivating force. The group has attitudes above and beyond those of the sum of the individuals in the group. As a result of this phenomena group-size becomes significant for:

(a) as size increases, there is more available manpower

1) greater probability to include persons with superior ability

2) more resources available

(b) as size increases, the possibilities for interactions increase

1) the distribution of interaction changes more

2) more behavior is directed toward the leader

3) one or two persons tend to become most active

4) a leadership hierarchy develops

(c) as size increases, the possibilities for inter-relationships increase

1) coalitions become possible

2) dependency on total group decreases since support can be obtained from sub-groups

(d) as size increases, it becomes harder to obtain consensus

1) more time and effort is required to coordinate number of people

2) coalitions provide support for individual members with conflicting views -- more difficult to change opinions when support is available

(e) as size increases, there is a need for a more formalized structure

1) in order to coordinate activities, there is a need for division of labor

differentiation of roles
network of communication

2) a role structure develops

3) status differentials develop

(f) as size increases, it is more difficult to maintain cohesiveness

1) conflict is possible

2) dependency on group decreases

(g) as size increases, the nature of the interaction changes

1) less tension, more increase in solidarity, more giving suggestions, opinions, etc.

2) dyad = high tension, low disagreement (in order to maintain the dyad, neither party can get mad and withdraw. Therefore, there is tension with a good deal of tension releasing remarks and little disagreement).

(2) Composition of the group, i.e., sex, status, socio-economic level, occupation, etc. influences the operation of the group. Often, the more homogeneous the group the fewer conflicts over language and ideological misunderstandings.

(a) The more homogeneous the group is, the smaller the range of ideas posed

(b) The more heterogeneous the group

1) the greater the likelihood for varied inputs

2) the greater the liklihood for conflicts over semantic and ideological misunderstandings

b. <u>Communicative patterns within groups</u>:

The process of interaction in a group becomes a pattern based on the following:

(1) The individual's position within the communication structure influences behavior

The degree of centrality increases satisfaction and power

(2) Who communicates with whom?

(a) Physical location

1) communicate with persons close by -- proximity

2) communicate with persons seated opposite

3) communicate with persons to whom there is an ease of access

(b) Rank or status

1) higher tends to originate more behavior toward group as whole

2) higher tends to initiate more and receive more interaction

3) higher tends to talk to other highs

4) lower tends to initiate interaction more to higher

SUMMARY: Communication tends to be directed upward to higher status or horizontal to equal status

(3) What is communicated?

(a) Status

1) higher tends to communicate to low information, opinion about task

2) lower tends to communicate to high requests for information agreement

3) lows tend to have more conversation irrelevent to task

4) highs will complain to high but not to lows

SUMMARY:

1) High status

...Talk more
...Talk to other highs
...Talk to entire group
...Initiate task oriented content
...Content designed to protect own status

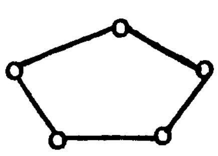
2) Low status

...Do not talk much
...Direct interaction toward highs
...Initiate non-task oriented content

(4) Common Communication Patterns:

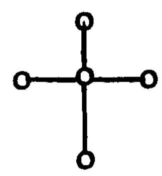
Restriction of communication is common in all groups. Laboratory studies have generated pure types shown below. Extremes are the circle and the wheel with other falling in the middle of satisfaction and productivity.

CIRCLE



1. Low performance
2. High satisfaction
3. Disorganized
4. Erratic behavior
5. For some types of problems more effective as uncover errors

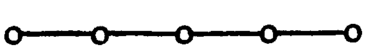
WHEEL



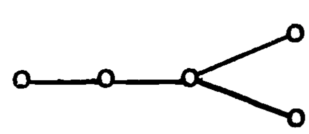
1. High performance
2. Low satisfaction
3. Highly organized
4. No erratic behavior

Other patterns

CHAIN



Y



The leader needs to be able to observe the patterns in order to identify those persons with particular needs in the seminar whether they be status-oriented, geographically caused or structurally limited.

c. Power and influence within groups:

By knowing the bases of power within groups the leader becomes capable of channeling that power for maximum effectiveness of the group. Norms define the areas of power allowed in groups. Types of power are based on the following of *French* and *Raven*:

(1) Bases of Social Power

(a) Reward Power: belief of members that they will be rewarded for compliance.

(b) Coercive Power: belief of members that non-compliance will result in punishment.

(c) Expert Power: person evaluated as possessing needed knowledge, information or skills.

(d) Referent Power: person whom others like, admire, or with whom they identify.

(e) Legitimate Power: belief of members that person has "right" to power.

(2) To maintain power and influence within the group there is:

(a) an increased need for resources (bases of power)

(b) reduce resistence to influence attempts (less power loss)

(c) reject power attempts by others -- one way is to create a distance between self and others.

d. Motivational processes in groups:

The leader's effect on the group (In general, the leader exerts more influence on the group than does the average member and is thus perceived as the leader. These effects usually must be positive or the group will either replace the leader or disintegrate.)

(1) External effects

The leader is usually the link between the group and society. He influences how the group interacts in the larger social system.

(2) Internal effects

(a) Group functions:

1) The leader must satisfy the group demands for maintenance.

2) The leader must satisfy the group demands for goal attainment.

(b) In order to serve group functions, the leader must be aware function needed, feel that he can perform function, and perform it.

1) When designated leader does not perform group function, other members step in and do perform it.

a) This is more likely when goal is important to members.

b) This is more likely when group cohesiveness is high.

c) This is more likely performed by persons centrally located in the communication network.

(c) Failure to meet group expectations may cause the group to reject the leader. The leader is dependent on the approval of group.

HANDOUT #1

Management Development Program

"The Helping Relationship"

In the helping relationship, one cannot avoid looking at self-other relationships. Many times we are too ready to offer help to others and do not allow them the choice of asking for help. One of our blind spots is in being too ready to offer help without really knowing the kind of help that is needed.

1. Source of Data - The individual seeking the help is a major souce of data. If we are preoccupied with our helping means we are in no position to understand the kind of help sought.

2. Agreement in Perception - In understanding the help sought, I cannot possibly understand what it is that the person seeks and how he feels about it unless I check my perceptions with his. Do I understand the problem as he sees it? Do I know the depth and kind of feeling he has about the problem if I don't check out my view of it to see if it portrays his view accurately?

3. Readiness to Solve - Am I too ambitious in offering solutions, or do I offer my listening as a proving ground for the person who is trying out his own solutions? It is very ego-gratifying to be the altruistic giver of help, but we must ask ourselves what we take from the other person when we readily offer problem solutions.

HANDOUT #2

Management Development Program

"Self-Other Relationship"

OBJECTIVES:

(1) To conceptualize self-other relationships.
(2) To analyze the self-other relationship in a new group.

I. INTRODUCTION. Many people get along well with others in all their relationships without thinking consciously of what behavior to put forward so that they will appear at their best. This general style of our own behavior has been conditioned by our families and by the society in which we live. We acquire rooted, repetitive ways of acting, feeling, thinking, perceiving, and valuing. We often become encrusted with the life that goes on around us. In some ways, we often lose an acute sense of our own identity in this process.

When difficulties arise, when our usual ways of relating to people and situations do not work -- or when we want to learn more about ourselves and others -- we have no alternative except to look at our behavior and try to find out how it looks to others. One difficult problem is finding some way to think about what we know about ourselves and others and how we can come to understand more.

II. SELF-OTHER RELATIONSHIPS. Following is a diagram* that may help us to think about our relationships with others:

SELF

	Known to Self	Not Known to Self
Known to Others	I Area of Free Activity	II Blind Area
Not Known to Others	III Avoided or Hidden Area	IV Area of Unknown

Joe - Harry Window

*This diagram was developed by Joe Luft and Harry Ingham at the Western Training Laboratory in 1955. fbw Human Relations #19

We can describe the four areas in this way:

I -The area of free activity includes behaviors, thoughts, ideas, feelings, beliefs, values, and motives known to both me and other persons. We have an agreement on the meanings.

II -The blind area represents things that others see in us of which we are unaware.

III -The avoided or hidden area represents some thoughts, motives, feelings, etc., that we know about ourselves but will not reveal to others. We may be afraid that such revelation will defeat getting what we want.

IV -There is always an area of the unknown in human relations. Neither the individual nor others are aware of the meaning of certain behavior or motivations for it. However, a great part of our creative selves may be hidden here.

We can assume the existence of such because oftentimes these things do become known, and then we recognize that they were influencing our behavior and our relationships all along.

III. IN A NEW GROUP. In a new group, Area I is very small; there is not much free and spontaneous interaction. It is as if we had to find a new identity and can only gradually build enough trust to share perceptions with others.

When the task or structure of the new group is not clear and we are confronted with ambiguity, we feel even more anxious about behavior we can expect from others and the expectations they have for us.

The flow related to finding meaning in relationships to others in a new or ambiguous group situation seems to be as follows:

> New situation ambiguity --> Anxiety --> Seeking of help from expert on task and role definition --> Perception by use of a refusal to help --> Increase in anxiety and dependency.

In this process, negative motivation is attributed to others, and this in turn may lead to unrealistic demands and an increase of hostility. Opening up shared perceptions with others in the group brings to light resources in ourselves and others that increase the area of Free Activity and a heightened awareness of the meaning of our own behavior and helps us to try new and more satisfactory behavior skills in relating to others.

HANDOUT #3

Management Development Program

"Feedback"

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "Just now when we were deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support from others, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity -- for answering, "Who am I?"

HANDOUT #4

Management Development Program

"Sources of Nonparticipation (Apathy)"*

A. Outside the Group

No personal stake in the meeting due to:

1. Forced membership
2. Representative for other department or organization
3. Accidental presence when committee was set up
4. Their turn in duty

B. Within the Group

1. Disillusionment which leads to indifference due to:

   a. Repressive leadership
   b. Restrictive group norms
   c. Strained interpersonal relations

2. Membership:

   a. Too large a group
   b. May be some monopolizers

3. Group climate:

   a. Norms inconsistent with goals
   b. Too disorganized or too highly organized
   c. Too formal or too informal
   d. Discussion drags or speeds
   e. Competitive group personality
   f. Attitudes of high status members of the group
   g. Must establish self at the beginning or can't get in -- silent norm

C. Within the Individual

1. Dominant parents:

   a. Submissive children
   b. Dominant children

2. Withdraw to protect ego

3. Never been deprived so take privilege for granted

4. No personal satisfaction in contributing

5. No technical skills for participation

6. Cynical view of groups -- previous unsatisfactory group work

7. Lack of confidence in own ideas -- Intellectual

    a. Risk in exposing ideas to criticism -- must explain and defend a position
    b. Comment may reveal something about themselves
    c. May have to change beliefs
    d. May be in very small minority

8. Lack of confidence in ability to interact successfully with others on an equal basis -- Social

9. Unfamiliarity with group work in general

*Barnlund and Haiman: <u>The Dynamics of Discussion</u>
Houghton Mifflin Co., Boston, 1960, pages 210-217

2. <u>Leadership functions and styles within groups</u>:

What type of leader is most efficient for Group:

a. Formal and informal leadership (distinction more one of degree than kind)

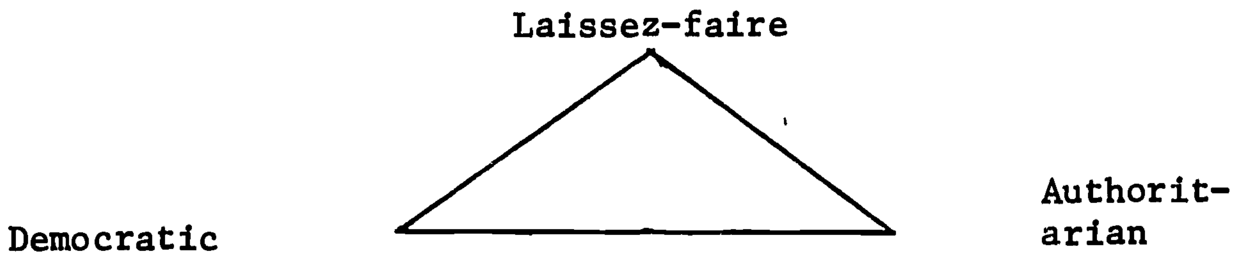
(1) Not all formal leaders are actual leaders.

(2) Formal leaders usually derive their basis of power from legitimate source.

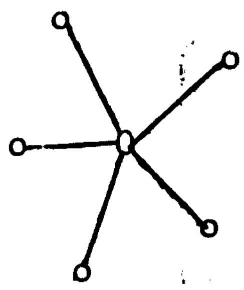
(3) A formal leader usually is the group representative or agent between the group and the external world.

(4) Often the formal leader shows more interceptive behavior than participation in group activities.

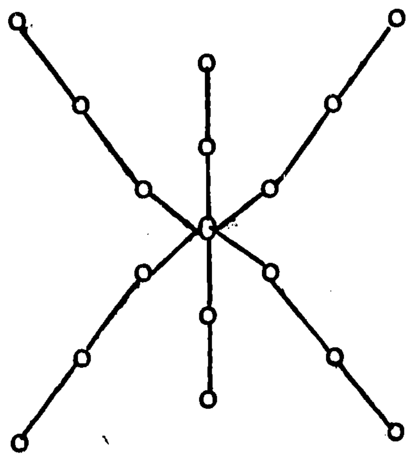
b. *Lewin's* conception of leadership types



(1) Authoritarian: directs, gives orders, takes responsibility for leadership alone.

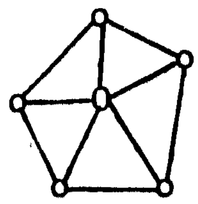


Small Group

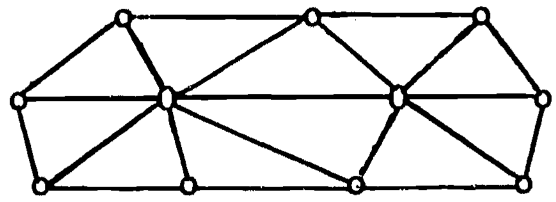


Large Group

(2) Democratic: shares leadership with group members, seeks to evoke involvement and participation of members in group activities and goal setting.



Small Group



Large Group

What are the effects of democratic and authoritarian leadership? (Note: either type of leadership is more effective than no leadership.)

(1) Authoritarian:

a) Intercommunication at minimum -- reduced morale

b) Reduced satisfaction

c) Reduced ability to withstand attack from outside

d) Leader withdrawal leads to disintegration of group

(2) Democratic:

a) Higher morale, higher satisfaction

b) More opinion change

c) For some persons, higher task motivation (most persons, but not all)

d) Leader withdrawal -- often group will maintain itself.

c. Another conception of leadership types: two roles involved in leading group -- task and social-emotional specialist, or in some cases, both ("great man" theory of leadership).

(1) Task Leader:

a) Perceived as having the best ideas and doing the most to contribute to group goal but not best liked.

b) Type behavior: highest rate of interaction; directs most of interaction to group as whole; content of interaction tends to be giving suggestions, information, and opinions.

c) Tends to have emotional detachment and be somewhat disliked.

d) Theory: movement toward the group task frustrates member needs and involves other costs so that the members experience hostility which is directed toward leader who has prestige, talks a larger proportion of time, and forces a focus on task. To the degree hostility occurs, there is a differentiation between the two roles of task and socio-emotional leader.

(2) Socio-emotional Leader:

a) Perceived as best liked and usually 2nd or 3rd on ideas.

b) Type behavior: lower rate of interaction than idea man. Tends to resolve tensions and conflicts within group.

c) There is increasing specialization of roles in successive sessions.

d. Leadership Trait -- generality of leadership is a leader in one situation a leader in all other situations.

(1) Opposing views: person who is leader in one situation is leader in all situations vs. leadership is specific to the task or group.

a) Probably there are classes of tasks and groups in which leadership is general.

b) Some characteristics such as intelligence or verbal fluency may be associated with leadership in a wide range of situations.

(2) Leader or follower roles may be general because activities of role are satisfying to dominant personality needs.

Argument: leadership associated with ascendance and dominance while followership is associated with dependency needs.

e. Evaluating leadership

Four areas can be used to determine if a leader understands and can apply the concepts of small group processes: daily critique in seminars; general achievement test; trainer assessment of individual participation in sensitivity training; results of group formation in the home situation.

(1) A staff member will observe and discuss with the participants his ability to utilize small group concepts. This practice will involve not only his understanding but his ability to apply this knowledge in the seminar situation.

(2) A pre and post general achievement test will be administered which will include items on small group concepts.

(3) The co-trainers of the sensitivity training group will cross check impressions of individual participants according to sensitivity, trust, openness, and contributions to the group.

(4) The leader's ability to formulate, maintain, and direct groups and their activities can be used to determine the leaders understanding and application of small group concepts.

HANDOUT

"Leaders in Study in Perception and Communications' Groups"

I. Purpose of "SPC" group:

A. Encourage openness and honesty in relating perceptions to one another.

B. Explore the communication process -- particularly non-verbal.

C. Stimulate and support the use of data in the decision-making process. When considering specific tasks, this becomes extremely vital.

D. Learn new skills in communication and data collection.

E. Create an environment relatively free of threat.

II. Role of the "Group Leader":

The most important principle for the leader to keep in mind is that ALL responsibility belongs to the group and that the leader's role is only a consultant who serves the group on request.

The two exceptions to this rule are:

A. Introduction

B. Feedback to the group about process

The leader may not participate as a participant unless the group decides to invite him to become a member. Consequently, with the exceptions listed above, he remains a silent observer.

A. Introduction: five ways to "escape"

After explaining the purpose of the group as outlined in I, the leader will, if possible, enumerate the ways a group or individual members may "escape":

1. Social interplay

"What did you do this summer?"

"My principal doesn't listen."

"My family has the flu."

"The problem in schools today is ____________."

"I like your dress."

(Such interplay will generally occur most during the opening session and early moments of every meeting.)

2. Demand direction from the leader

"What are we supposed to do?"

"Is this the way the group is supposed to behave?"

"If you're the leader, why don't you tell us what to do?"

<u>Suggested leader behavior</u>: Silence, or, "My job is not to tell you what to do. That's a problem of the group."

3. Demand an agenda

The major difference between demanding an agenda and demanding direction from the leader is selection of the recipient.

In demanding an agenda, the demands will often be addressed to the group or specific members rather than the leader.

"Why don't we go around the room and decide what we'd like to do and then set up a schedule to do it?"

"Let's appoint a secretary to keep notes."

<u>Suggested leader behavior</u>: Inform group

4. Establish procedure

"Let's go around the room and state our problem, write it down and give everyone a chance to react."

"A rule should be that we only deal with one problem at a time."

<u>Suggested leader behavior</u>: Inform group

5. Fail to attend

<u>Suggested leader behavior</u>: No concern

B. Feedback or "informing group":

Rather than presenting direct observations the leader should attempt to ask the group what is happening at a given moment, which forces the members to look at their own behavior and enhances involvement. Many times, a perceptive member will make these observations without prompting if the leader exercises the necessary patience and tolerance.

III. Critical situations and suggested solutions:

A. Silence

Silence seems to be one of the most difficult things to live with. It can serve as an efficient defense mechanism, a serious threat, or the warm blanket for meditation. For the leader, it can serve as the most powerful technique available to "move the group". One to five minutes of silence is not uncommon; and, on occasion, the silence may last for over an hour. Long periods of silence will not occur, however, in most new groups. The best thing a leader can do is "learn to live with it."

B. Challenging the leader

At times and in one way or another, members of the group will question the leader's position. This challenge can be handled either by not responding OR simply stating that the problem -- if it exists -- belongs to the group. The group must decide whether to accept the leader as a group participant, to accept the leader as a consultant, or to totally reject the leader.

The group must deal with the problem and make its decision. During this process, the leader -- if asked -- may respond to specific questions posed to him as an individual.

C. Serious psychological damage to members of the group

Critics of small groups often cite the fear of psychological damage as the most relevant reason for not doing group work unless it is conducted by someone highly trained in individual and group therapy. However, the possibility of hurting someone is almost nonexistent if the leader permits the group to control its own behavior. The danger becomes a reality only when the leader attempts to probe and push the group.

As is clearly demonstrated in the countless numbers of work and social groups which function daily throughout the world, a group provides support and protection for its members if permitted to do so. As a social animal, man seeks the security and support provided by groups through family, clubs and countless other agencies. Therefore, if psychological damage occurs, it will happen only if the leader demonstrates that he cannot permit the group to control its own destiny.

The fact that positive growth in the group often occurs in direct relation to the leader's ability to do nothing other than communicate his perceptions when requested to do so illustrates the uniqueness of this role.

3. <u>Sensitivity Training</u>

a. What is sensitivity training?

NTL INSTITUTE
Vol. 2, No. 2
April, 1968

"What is Sensitivity Training?"

In response to an ever-increasing number of queries regarding sensitivity training, we are presenting the following excerpt from a paper written by Charles Seashore, NTL Institute research director, for Wayne State University's Department of Political Science Mid-Career Education Project, April 1968.
The Editor.

Sensitivity training is one type of experience-based learning. Participants work together in a small group over an extended period of time, learning through analysis of their own experiences, including feelings, reactions, perceptions, and behavior. The duration varies according to the specific design, but most groups meet for a total of 10-40 hours. This may be in a solid block as in a marathon weekend program; or two to six hours a day in a one- or two-week residential program; or spread out over several weekends, a semester, or a year.

The sensitivity training group may stand by itself or be a part of a larger laboratory training design which might include role playing, case studies, theory presentations, and inter-group exercises. This paper focuses mainly on the T-Group (the <u>T</u> stands for <u>training</u>) as the primary setting for sensitivity training. However, many of the comments here also apply to other components of laboratory training.

A TYPICAL T-GROUP STARTER

The staff member in a typical T-Group, usually referred to as the trainer, might open the group in a variety of ways. The following statement is an example:

This group will meet for many hours and will serve as a kind of laboratory where each individual can increase his understanding of the forces which influence individual behavior and the performance of groups and organizations. The data for learning will be our own

behavior, feelings, and reactions. We begin with no definite structure or organization, no agreed-upon procedures, and no specific agenda. It will be up to us to fill the vacuum created by the lack of these familiar elements and to study our group as we evolve. My role will be to help the group to learn from its own experience but not to act as a traditional chairman nor to suggest how we should organize, what our procedure should be, or exactly what our agenda will include. With these few comments, I think we are ready to begin in whatever way you feel will be most helpful.

Into this ambiguous situation, members then proceed to inject themselves. Some may try to organize the group by promoting an election of a chairman or the selection of a topic for discussion. Others may withdraw and wait in silence until they get a clearer sense of the direction the group may take. It is not unusual for an individual to try to get the trainer to play a more directive role, like that of the typical chairman.

Whatever role a person chooses to play, he also is observing and reacting to the behavior of other members and in turn is having an impact on them. It is these perceptions and reactions that are the data for learning.

UNDERLYING ASSUMPTIONS OF T-GROUP TRAINING

Underlying T-Group training are the following assumptions about the nature of the learning process which distinguish T-Group training from other more traditional models of learning:

1. Learning responsibility. Each participant is responsible for his own learning. What a person learns depends upon his own style, readiness, and the relationships he develops with other members of the group.

2. Staff role. The staff person's role is to facilitate the examination and understanding of the experiences in the group. He helps participants to focus on the way the group is working, the style of an individual's participation, or the issues that are facing the group.

3. Experience and conceptualization. Most learning is a combination of experience and conceptualization. A major T-Group aim is to provide a setting in which individuals are encouraged to examine their experiences together in enough detail so that valid generalizations can be drawn.

4. <u>Authentic relationships and learning</u>. A person is most free to learn when he establishes authentic relationships with other people and thereby increases his sense of self-esteem and decreases his defensiveness. In authentic relationships persons can be open, honest, and direct with one another so that they are communicating what they are actually feeling rather than masking their feelings.

5. <u>Skill acquisition and values</u>. The development of new skills in working with people is maximized as a person examines the basic values underlying his behavior as he acquires appropriate concepts and theory and as he is able to practice new behavior and obtain feedback on the degree to which his behavior produces the intended impact.

THE GOALS AND OUTCOMES OF SENSITIVITY TRAINING

Goals and outcomes of sensitivity training can be classified in terms of potential learning concerning individuals, groups, and organizations.

1. <u>The individual point of view</u>. Most T-Group participants gain a picture of the impact that they make on other group members. A participant can assess the degree to which that impact corresponds with or deviates from his conscious intentions. He can also get a picture of the <u>range of perceptions</u> of any given act. It is as important to understand that different people may see the same piece of behavior differently -- for example, as supportive or antagonistic, relevant or irrelevant, clear or ambiguous -- as it is to understand the impact on any given individual. In fact, very rarely do all members of a group have even the same general perceptions of a given individual or a specific event.

   Some people report that they try out behavior in the T-Group that they have never tried before. This experimentation can enlarge their view of their own potential and competence and provide the basis for continuing experimentation.

2. <u>The group point of view</u>. The T-Group can focus on forces which affect the characteristics of the group such as the level of commitment and follow-through resulting from different methods of making decisions, the norms controlling the amount of conflict and disagreement that is permitted, and the kinds of data that are gathered. Concepts such as cohesion, power, group maturity, climate, and structure can be examined using the experiences in the group to better understand how these same forces operate in the back-home situation.

3. The organization point of view. Status, influence, division of labor, and styles of managing conflict are among organization concepts that may be highlighted by analyzing the events in the small group. Sub-groups that form can be viewed as analogous to units within an organization. It is then possible to look at the relationships between groups, examining such factors as competitiveness, communications, stereotyping, and understanding.

   One of the more important possibilities for a participant is that of examining the kinds of assumptions and values which underlie the behavior of people as they attempt to manage the work of the group. The opportunity to link up a philosophy of management with specific behaviors that are congruent with or antithetical to that philosophy makes the T-Group particularly relevant to understanding the large organization.

RESEARCH ON SENSITIVITY TRAINING

Research evidence on the effectiveness of sensitivity training is rather scarce and often subject to serious methodological problems. The following generalizations do seem to be supported by the available data:

1. People who attend sensitivity training programs are more likely to improve their managerial skills than those who do not (as reported by their peers, superiors, and subordinates).

2. Everyone does not benefit equally. Roughly two-thirds of the participants are seen as increasing their skills after attendance at laboratories. This figure represents an average across a number of studies.

3. Many individuals report extremely significant changes and impact on their lives as workers, family members, and citizens. This kind of anecdotal report should be viewed cautiously in terms of direct application to job settings, but it is consistent enough that it is clear that T-Group experiences can have a powerful and positive impact on individuals.

4. The incidence of serious stress and mental disturbance during training is difficult to measure, but it is estimated to be less than one per cent of participants and in almost all cases occurs in persons with a history of prior disturbances.

b. Purpose in an In-Service Program

Many questions are asked about the purpose of sensitivity training as part of an in-service program.

This is understandable. Sensitivity training is unfamiliar to many, and there are differing philosophies, techniques and purposes for its use -- but all are called sensitivity training.

Perhaps a most significant contribution to in-service would be to provide an opportunity to develop skills in communication, interpersonal relationships, and assess the effect and effectiveness of ones behavior on others.

Research indicates that sensitivity training as a technique can provide an opportunity to develop and test these skills. For these reasons, sensitivity training as part of an in-service program seems logical.

Sensitivity training lets us examine what really happens in communication: When are we really communicating? Is the communication being perceived and interpreted as intended?

Too often we assume that simply by verbalizing we can communicate our ideas, feelings and thoughts clearly to others. This is because others rarely react objectively to our communication of our intent in the communication or what they perceive as purpose of our communication.

Similarly, we assume that communication takes place <u>only</u> when words are spoken. As a result, we underrate the other aspects of communication; nonverbal, and perhaps the most important ability in communication, the listening skill.

In the area of interpersonal relations and better understanding of our effect and effectiveness upon others, we seldom have the opportunity to examine how others perceive our behavior. We can only perceive ourselves in terms of ourselves. However, information we gain about how others perceive us provides the basis for better self-understanding of personal strength-weaknesses and the uniqueness and commonality that exist within each of us.

Better understanding and acceptance of self reinforces attempts to understand and accept the behavior and the needs of others. Lack of self-understanding may create a gnawing urge to change others to be like ourselves as opposed to the willingness to understand and accept others as they are and allow others to change as they feel a need for change.

Change is often a very threatening concept, especially if people feel that change is being forced on them by others. However, in sensitivity training, whatever change occurs within an individual during the group experience will be a result of the individual's desire to change in light of additional information gained about himself from other members of the group, his previous understandings of himself, and the acceptance of himself that he brings to the group and the group experience.

It is sometimes difficult to comprehend how these things transpire within a group of 10 or 12 persons, often strangers -- how trust and support and care develop over a relatively short period of time. Yet they do develop and they account for the existence of openness and honesty within the group.

The rewards of sensitivity training are in direct relation to the willingness of each member to seek self-understanding.

4. Problem-Solving Techniques

a. Brainstorming

INTERACTION BRIEFS
Today's Education
NEA Journal

"Brainstorming"

Can your students discuss things productively, express themselves freely, listen intelligently? Do they accept differences of opinion, work well as a group, take proper responsibility for classroom planning and decision making? Are they sensitive to each other's needs? Can they evaluate their own progress?

Many of the techniques used to help adults develop these skills can also be effective in the classroom. This year TODAY'S EDUCATION is carrying a monthly series of "Interaction Briefs" aimed at presenting these techniques to teachers. They are prepared by Dorothy J. Mial, director of the Center for the Development of Educational Leadership, and Stanley Jacobson, director of the Division of Information Service, NTL Institute of Information Services, NTL Institute for Applied Behavioral Sciences (formerly National Training Laboratories, a division of NEA, and now an autonomous organization associated with NEA).

Goal of the series is to help teachers and administrators increase students' ability to be aware of and understand their own and others' views of the world, develop students' skill in group planning and decision-making, enable students productively to discuss controversial issues, and increase their commitment to the educational process.

The Briefs are designed for use by a wide range of ages and in a variety of school situations.

Planning begins with ideas, and brainstorming is one way to produce them. In the classroom, brainstorming can be the first step in planning a special event, working to improve the room or the building climate, or increasing students' involvement in learning. Eventually, ideas have to be weighed and refined, of course, but evaluation is a second step. If we collapse the two into one -- produce ideas and evaluate at the same time -- we may reject potentially creative notions before they have had a fair hearing.

Brainstorming (introduced by the late Alex F. Osborn, an advertising executive) has been used successfully in business, industry, and government as well as in education. In recent years, it has also been used as a tool in studies of creativity. Brainstorming separates idea production from evaluation by calling for rapid, noncritical listing of any and all ideas -- no matter how wild -- on a given topic. By encouraging the freedom to express even silly thoughts, it often brings out some real gold amid the dross.

In the classroom, brainstorming can teach students to respect and build on their own creative capacity and that of others and to adopt the experimental frame of mind essential to effective problem solving. E. Paul Torrance has found that even first grade children can profitably use the technique.

As a means of starting a practical planning process with wide involvement, brainstorming has a number of classroom applications. Here are a few examples:

1. Planning for special events, like what to do for parents on visiting day or how to share with another class what we have been doing in science.

2. Projects such as how to make the classroom more attractive or more functional, how to make the lunch period more relaxing, and what pupils can do to decrease vandalism.

3. Working on ways to cooperate more effectively as a group; or ways to increase commitment to learning, like What would help us learn more in this class? or How we can learn most about Alaska (or our city government, the Civil War, a lab technician's job, or any other subject)?

To introduce brainstorming, divide the class into random groups of three to five students by any simple method. If the room has enough chalkboard space, each group can gather around a section of chalkboard; otherwise, each group can gather around a desk or table equipped with a large sheet of paper. (Newsprint or wrapping paper is fine.) One person in each group should act as recorder.

Describe brainstorming as a first step in planning, a way of getting out the greatest number of ideas to consider. Say that the only rule is to spill out ideas as quickly as possible without criticism of your own thoughts or those of others. Start the class with a practice session instructing the groups to write on the chalkboard or paper as many items as they can think of for a list of "the things we do in a day". After five minutes, stop the listing and have the groups quickly count and share the number of items they recorded. Take another few minutes to discuss questions like

these: Did you express all the ideas that came to you? Did everyone get a chance to put in his ideas? Were you able to avoid being critical of each other's contributions?

After the practice session, with the class still divided into the small groups, announce the chosen classroom planning task and take a few minutes to answer any questions for clarification. Give the groups 10 minutes to produce and record their ideas. If a group loses steam before the time is up, encourage it to keep trying.

Sharing the ideas of the various groups is important, but a series of full reports from as many as 10 groups can become tedious and repetitive. As an alternative, ask each group to choose and report the two ideas it wants most to share. In any case, all the lists should be posted long enough to give everyone an opportunity to see how many ideas emerged in a short time.

To prepare for the next step -- sorting and refining the ideas -- select a planning committee to combine the lists. The committee might also narrow the list to a few promising items for the class to work on.

Close the brainstorming session by discussing the following questions, which can be jotted down quickly on the chalkboard: Was this a good way to get your ideas listened to? Did many good ideas come out? Can you think of other times we might use this method of sharing ideas in our class?

Students at the high school level might choose to do some reading on brainstorming and report to the class -- Applied Imagination by Alex F. Osborn (Scribner's, rev. ed. 1963), for example, or Source Book for Creative Thinking, Sidney J. Parnes and Harold F. Harding, eds. (Scribner's, 1962).

b. Role-playing

Role-playing in the simplest sense is the spontaneous practice of roles, assuming them in order to practice the behavior required in various cultural situations.

Role-playing is a group problem-solving method involving a variety of techniques -- discussion, problem analysis and definition through (1) initial enactments of proposals (taking on of roles); (2) observer reactions to the enactments (discussion); (3) exploration of alternatives through further enactments and discussion, and after; (4) the drawing of conclusions or generalizations and decision making.

Perhaps the most important aspect of role-playing is the fact that individuals with the help and opposition of their peers generally face and make conscious the choices they make in situations crucial to them, and through the experience of articulating, testing and criticizing their motivations, develop a system of consciously held values.

Role-playing may employ the following steps:

1) Warm-up (examining problem).
2) Selecting role-players (may be spontaneous).
3) Enactment.
4) Observation.
5) Discussion.
6) Evaluation.
7) Re-enactment (if necessary).
8) Further discussion.
9) Generalizing.

In role-playing, we must bear in mind a set of basic assumptions about behavior and the learning process. Most central is the belief that the individual can cope with his own problems or situations and can grow in his capacity to deal with problems intelligently. Accordingly, the individual must be permitted to make his own decisions and to learn from his own mistakes.

The leader should not show people how to cope with problems but should make it possible for them to discover better ways to handle their difficulties and thereby grow in their ability to make decisions based on their awareness of alternatives and consequences.

SOME OF THE MOST EFFECTIVE ROLE PLAYING SITUATIONS ARE THOSE WHICH GROW OUT OF PROBLEMS concerned with people, their actions, and their belief. Role-playing skills and the dispositions of class members to take part in such activity will be improved by thoughtful practice. It is best to start with simple problems and with a number of participants. Three to five roles are usually sufficient for most problems.

Problems suitable for role-playing may grow out of viewing a filmstrip, listening to a tape recorded dramatization, watching a television program, reading in a textbook or supplementary book at home or at school, listening to a story or description of a personal experience by the teacher or other member of the class. Many times the teacher may read a problem story to the class and let them solve it through role-playing.

Following is an outline of suggested classroom procedures for role-playing:

SET THE ATMOSPHERE. Informality is the keynote here. Put the group in a receptive frame of mind, ready to take part with learning as the objective.

Set the stage for the problem. Involve the whole class in defining the problem. One way to do this is to have the teacher or class leader invite four or five students to the front to discuss the problem under consideration. As the discussion proceeds, put main points on the board. At this point invite the class to divide quickly into buzz groups to define decisions and to add new points to the problem. Ask the large group to discuss the roles needed to portray the problem adequately. This helps to define somewhat the characters and the type of reaction they would be apt to exhibit, thus structuring to some degree later actions before the group.

SELECT STUDENTS FOR ROLES. This may be done in advance or spontaneously after the class has discussed and defined the problem. Brief the students on the general nature of their roles. Stress the pretend nature of role-playing. It is important that the first experiences of the class with role-playing be successful. Choose students who know the most about the subject and are most capable of projecting themselves easily into the personalities they portray.

On the basis of these assumptions, it is necessary for the leader to establish a climate for role-playing in which,

1) it is "safe" for people to explore behavior;

2) it is permissible for strong feelings to be expressed;

3) the group is helped to respect the ideas and feelings of all members.

Adapted from, Role Playing for Social Values by Fannie R. and George Shaftel, Prentice Hall, 1967.

c. Fishbowl

INTERACTION BRIEFS
Today's Education
NEA Journal
September, 1968

"The Fishbowl"

Does your classroom have a good climate for developing in students the understanding and skills they need for effective interpersonal communication and relations? Can your students discuss things productively, express themselves freely, listen intelligently? Do they accept differences of opinion, work well as a group, take proper responsibility for classroom planning and decision-making? Are they sensitive to each other's needs? Can they evaluate their own progress?

As you make plans for using this Brief, remember to:

Share the planning -- a committee of students could continue on a rotating basis throughout the year.

Deal imaginatively with the limitations of your physical facilities.

Evaluate.

Holding a useful discussion in a classroom of 25 or 30 students is not easy. Usually, a few students will be active while the rest sit it out. Many teachers have difficulty in getting students to address each other rather than the teacher, to stick to the topic, to listen, and to help others participate.

Such teachers may find the Fishbowl a deceptively simple but effective structure for discussion that spreads participation and helps each student become more aware of the part he and others play in a discussion. Suitable for grades 3 to 12, it can be carried out in 35 to 45 minutes in a class of as many as 30 students.

The Fishbowl is made up of an inner and an outer circle. After the circles form, the class is told that the inner group will discuss a topic while the outer group observes how the discussion is going. Observers, divided into subgroups, are given specific tasks related to what helps and what hinders a classroom discussion.

When the discussion is finished, the outer group shares and discusses its observations with the inner. Then the two groups change places and repeat the procedure. Everyone has a chance to be both participant and observer -- to discuss the topic and to become more aware of what happens during a discussion.

Advance planning is important. The teacher must decide which planning tasks he should do and which can be shared with a planning committee. First, he should choose four or five students for the committee. Then he should convene it, make sure everyone knows what he is going to do and why, and assign the group tasks. The teacher (and the committee of students) must do five tasks before the scheduled time of the discussion:

1. Choose the topic for discussion. Questions like "What did you enjoy or dislike about this class yesterday?" and "Why do we learn about other countries?" make good topics for any grade level. "Should teen-agers go Dutch treat on dates?" and "How should party crashers be handled?" are lively topics in high school. The teacher might suggest several topics and let the student committee choose one of them. The only restrictions are that the topic should <u>not</u> call for or result in a decision for action by the class, such as "What should we <u>do</u> about boys who wear long hair in this class?" and it should not be likely to embarrass any student.

2. Decide what the teacher's role will be, if any.

3. Decide who will give the instructions during the discussions and who will be the timekeeper. (Careful timing is important.)

4. Choose some simple method of dividing the class into two groups. It is best to mix boys and girls, talkers and shy ones. Any random method should work, such as dividing by halves of the alphabet or putting half the girls and half the boys into each group.

5. Decide how to form the inner and outer circles. If the desks are immovable, have the students take seats so as to roughly form two circles.

<u>The actual Fishbowl session</u> takes place in five "Acts", preceded by a "Getting Ready" period. A typical Fishbowl might go like this:

Getting Ready (5 minutes)

The teacher or chosen chairman briefly explains the purpose of the exercise and tells how it will work. Then he divides the class into two groups: "Everyone whose last name begins with A to M will be in the inner circle; the rest in the outer".

He has the class form the two circles. "Members of the outer circle should listen to and watch the discussion in silence. Here are your assignments. Joe, Henry, Alice, and Bill, count how many put in their two cents' worth. Mary, Doris, John and Harry, note which people look as if they want to say something but don't. Bob, Susan, Millie, and Gene, keep track of who gets interrupted and who does the interrupting".

Act I (8 to 10 minutes)

The inner group begins its discussion while the outer group observes. Let's imagine a discussion in a math class on the topic, "What I liked and didn't like about this class yesterday."

Virginia: You mean talk about what I liked about this class yesterday?

Chairman: Yes, anything you want to say.

Virginia: Well, let's face it, I'm not any good in math so it's not my favorite subject.

Pete: I think it's great. I like working problems.

Louise: That's because you're good in math. I get all nervous when the room's so silent, and I think everybody's going to get the answer but me.

Doug: I liked it. Joan and I always see who can get the answer first.

Joan: Yeah, and I'd beat you if you would.....

Walter: I usually like it, but I didn't understand the instructions yesterday.

And so on in this fashion. Brief silences may occur, but ordinarily a member of the group will break the silence. If it seems that no one has any more to say, the chairman can move to Act II.

Act II (5 to 7 minutes)

The timekeeper calls time on the discussion. First the observers report on what they saw and heard, while the inner group listens silently.

John: Don seemed to be wanting to say something but didn't get a chance.

Doris: And Joan didn't finish.

Susan: I noticed that, too. Walter just broke right in.

Henry: All but two people said something.

And so on.

Then the inner group joins in, commenting on the observers' reports and the discussion.

Don: I was just trying to say that some people hold up the class by being slow.

Louise: I thought the discussion was going good when we were stopped.

And so on.

<u>Act III</u> (8 to 10 minutes) and
<u>Act IV</u> (5 to 7 minutes)

The groups reverse roles and repeat Acts I and II.

<u>Act V</u> -- Evaluation

Write on the chalkboard: "(a) What things helped our discussion? (b) What hurt it?" Have each student write out his answers. Collect these.

If time permits, students can discuss what helped or hurt the discussion. If not, appoint a small committee to report on the written responses and hold the discussion later.

<u>Pointers for the Teacher</u>

In the evaluation, the teacher might ask, "Why is it worthwhile to have this kind of discussion?" Versions of "It helps us to have a better class" should emerge in the students' responses. The teacher can add specifics that the class doesn't mention. (The teacher in our example could point out that we discover whether we are going too fast, whether instructions are clear, and how one person's behavior affects others.)

In summing up what helps and what hinders a discussion, the teacher should mention that discussion is better when we

---*listen and build on what has been said before*
---*give others a chance and help those who seem to want to join in but don't*
---*accept other people's opinions as valid for them.*

"Caucus-Fishbowl"

Large groups involved in decision-making may decide to use the caucus-fishbowl as a technique to get at decisions. Time would be spent in small groups working toward a consensus of feeling on the problem. Representatives would be selected by each group to meet in a "fishbowl" situation with the other group members sitting immediately behind their representative. The representative's responsibility is to communicate his group's feelings (not his as an individual) and work toward making a decision for the entire group.

As long as his group members comply with his actions in the fishbowl he continues. However, when there is a concern lodged (by tapping him on the shoulder) by his group, that he either is not speaking for the group or should consult his group for further data, he must caucus with his group for an established period of time.

d. Force-Field Analysis

INTERACTION BRIEFS
December, 1968

When a doctor asks his patient, "What hurts?", he is beginning his diagnosis of a problem. Once he knows all the symptoms, he can decide which ones are important and which can be relieved. He understands the problem and can determine what actions to take.

Diagnosis is also an important step in solving classroom problems. A class may be facing a specific problem. The same few students are always the ones to raise their hands or a clash has developed between subgroups in the room.

Teachers who tried the brainstorming session may want to have the class choose one of the ideas from that session to work on. Here is a way the class can make its choice and learn how to screen ideas at the same time.

1. Discard all proposals that are too difficult. For example, an idea that would require convincing the school board to rebuild the cafeteria is probably beyond the power of the class. In general, any idea requiring a major decision or major effort by people outside the classroom ought to be eliminated.

2. Decide which two or three of the remaining ideas are most popular. One method is by a show of hands. Another is by rank ordering. (Assuming there are five ideas to choose among, have each student give five points to his first choice, four to his second choice, three to the third, and so on. Add the scores of each idea to arrive at the two or three most preferred.)

3. Determine which of the ideas seems most workable by asking questions like the following: Who would have to do what to make this idea work? How much time would it take? What help would we need?

4. Make the final choice by consensus, show of hands, or a second ranking.

Once the problem or idea has been clearly stated, the next step is diagnosis -- finding out why the present situation is as it is. Through problem diagnosis, students can move from creative thinking toward creative action and also learn to be more effective problem-solvers.

An interesting method of diagnosing a problem that children as young as third graders can engage in is called force-field analysis. (See "Force-Field Analysis" in the March 1968 JOURNAL and HANDBOOK OF STAFF DEVELOPMENT, pp. 105-111. NTL Institute.) It is an approach developed by social psychologist Kurt Lewin, who saw a problem as a state of affairs kept constant by equal pushes in both directions -- "an equilibrium maintained by a balance of driving and restraining forces," to use Lewin's language. To Lewin, changing a problem situation was a matter of altering the balance in this field of forces. Force-field analysis, a way of diagraming this view of a problem, has proved to be a widely useful technique.

Let us say the goal is to "improve our relationships in this class" and the problem being focused on is the divisive influence of a small clique. The situation would be diagramed this way:

Goal: To improve our relationships

$\longrightarrow$

Problem situation: A small group keep to themselves

Forces for Improvement → | ← Forces Against Improvement

In the left column would be listed all the facts, attitudes, feelings, and so on that push toward making the small group more a part of the class. In the right column would be listed everything that tends to make the small group more tightly knit and exclusive. After the lists are made, the class can determine which positive forces can be strengthened and which negative ones can be decreased.

<u>To use force-field analysis in the</u> classroom, have the class select a problem and state both the goal and the problem situation. Draw the diagram at the top of the chalkboard, explain it, then ask the group to start naming forces to go in either column. The beginning lists might look like this:

Forces for Improvement →	← Forces Against Improvement
Others feel left out →	← People in the small group like one another
Interest in the small group interferes with attention to classwork →	← It's natural to have special friends
We should all be friends →	← The class is too big

Given time and encouragement, pupils should be able to come up with a number of enlightening ideas. Some factors -- class size for example -- will be difficult, if not impossible, to do anything about; but the group can work on a number of the ideas.

Some factors will lend themselves to a force-field analysis of their own. For example, if "people feel left out" is taken as a problem statement, the group can list all the forces in the classroom that push toward and against feeling "left out". Other listed items might lend themselves to committee work. In the illustrated problem, a committee might work on "how we can keep interest in the small group from interfering with classwork". The class may produce creative action steps which will improve relationships without requiring authoritative decisions by the teacher.

With experience, force-field analysis becomes a way of looking at a problem situation that brings greater breadth and more innovative ideas to the consideration of solutions.

HANDOUT #1

NEA Journal
March, 1968
Sallie E. Tancil

"Force-Field Analysis"

Mike (that isn't his real name) is a sixth grader in our school, and like many another schoolchild today he is the center of a daily drama.

Mike enters the office holding a note. He hands me the paper with a look that is a mixture of defeat and defiance, and I read the note with registration. "Mike has upset the class again by being involved in everything but his assignment. I'll talk to you about this situation after dismissal."

I ask questions and Mike answers, "Yes, ma'am," or "No, ma'am." He wants to do better but doesn't know how, and I don't seem to be able to help. He finally returns to his room, temporarily subdued.

The players in the drama -- Mike, his teacher, and I -- seemed to be trapped in our roles, unable to help Mike reorganize his behavior style and become a productive learner. Because of this, I decided to try a social science experiment, to apply action research to the problem of Mike's behavior.

The next time he was sent to the office, I held out a 12-inch ruler to him. "Grab hold, Mike," I said, "and pull hard." He did, and as he pulled on his end, I pulled on mine.

"These are opposing forces, Mike," I said. "They are pulling against each other and keeping the ruler in pretty much the same spot. That's what happens with you in class; some forces are driving you toward success and others are driving you away from success. These forces keep canceling each other out, and your behavior stays pretty much the same."

I was introducing the idea of force-field analysis, developed by the social psychologist, Kurt Lewin, and used by the NTL Institute for Applied Behavioral Science in training for problem solving. Lewin describes a situation as an equilibrium maintained by opposing forces -- driving and restraining, for and against, away from and toward the goal. Lewin's theory is that a situation changes when restraining forces are reduced or driving forces increased. Force-field analysis is a way of diagraming a situation so that you can see what the forces are.

After I told Mike about force-field analysis, we diagramed his classroom behavior on a large sheet of newsprint taped to the office wall. It took about 10 minutes of questions and answers to achieve a sheet that look like this:

MIKE'S GOAL: DO BETTER IN SCHOOL

Helping Forces →	← Holding Back Forces
I can do most of the work.	I don't like history.
I like to help my sister with her fourth grade work.	Some boys in my room are always calling me names.
I like school sometimes.	Sometimes things go bad at home and I don't want to come to school.
I'm near the top of my class in ability.	My mother gets mad when I mess the house doing homework.
	I don't have many friends.

This session with Mike was encouraging. He and I made a start toward understanding his problems, I was eager to share what I had learned about him with his mother and his teacher, but I decided to ask both of them to do a force-field analysis first and then bring them together to compare the analysis.

The teacher's analysis added these previously undisclosed data to the picture:

Helping Forces →	← Restraining Forces
Mike wants the class to know he can do the work.	He gets bossy, argumentative, and disruptive.
He likes to bring and share his encyclopedia.	Sometimes he is preoccupied with home life, which he says is "messy."
He wants to feel important.	He is only erratically motivated to work.

Mike's mother added a few more details:

Helping Forces →	← Restraining Forces
I want to help him and myself.	He is the scapegoat when things go wrong at home.
He makes friends easily.	His home life is not stimulating.
I help him with his work when he brings it home.	He doesn't seem to care about school or people.
	He is firm about what he will and will not do.

When the four of us met, the three different force-field views of Mike were on the wall, side by side. We read them independently, made sure each of us understood every item, and spent a few minutes silently contemplating how we might alter the balance of force. Mike was then excused.

It didn't take the rest of us long to come up with action possibilities. The teacher felt that she could work toward strengthening several helping forces. She could recognize Mike's ability, meet his need for approval, and capitalize on his willingness to help others by using him as a helper in class.

Mike's mother was impressed by the boy's concern about his home life. She felt she could watch her tendency to blame him when things went wrong and could make the family aware of his ability and his needs.

The teacher, the mother, and I planned to check with each other once a week to see how our strategy for change was working out.

The next day I told Mike about what his mother and teacher were planning to do to help him. He said he was glad his mother knew he didn't do all the things she blamed him for. The suggestion that his teacher might let him help teach others in the class appealed to him.

By studying his force-field, Mike learned that adults really want to help him. He decided that he would work to curb his tendency to be impudent.

"It won't be too bad coming to school every day," he said with a shy smile. "I guess they really like me."

I felt that force-field analysis had been a successful tool in working on Mike's problem.

HANDOUT #2

EPIC PROJECT
Calhoun County Intermediate
School District
Marshall, Michigan

"Problem Diagnosis: FORCE-FIELD ANALYSIS"

We all run into professional and personal problems, and we attempt to solve them as best we can. The Force-Field Analysis technique is a systematic approach to problem diagnosis and problem solving. This technique points up several steps in problem solving that we often overlook -- jumping directly into a plan of action. This paper will outline these steps and attempt to illustrate the Force-Field Technique.

Action-Research Steps of Problem Solving:

Identifying the problem -

Who (or what) is causing the problem?

What are the effects of the problem?

What must be done to resolve the problem?

What kind of problem is it, e.g.; poor communications; lack of time, energy or material resources; lack of clarity or agreement on goals, conflicts in values or attitudes; lack of necessary skills, power conflict, etc.?

1. Take a few minutes and try to identify a problem that is significant to you in your work or your home. State it as concisely as possible:

____

____

____

____

2. Now, what must be achieved to resolve the problem? State this in terms of a goal to be reached.

____

____

____

____

3. Diagnosing the Situation that Causes the Problem:

In any problem, there are factors, pro and con, in operation. In the Force-Field design on the next page, write the goal you have indicated you want to attain at the top of the page. Now on each side of the vertical line, write what you feel are the forces acting for and against reaching your goal.

When you have written as complete a listing as you can, review the overall goal in light of the forces you have identified, and make sure the goal is still complete and accurate.

If you reword the overall goal, the next step is to restate and adjust the conflicting forces you originally listed.

4. Consideration of the Alternatives for Action:

In the space headed "change" on each side of the vertical line, mark each force "easy", "medium", or "hard" to change (E.M. or H).

5. Now, try to identify the one force on each side of the line that most help or hinder achievement of the goal. Mark your choices with an asterisk.

6. Outlining Alternatives for Action:

On Page V-53, outline a plan of action that you could implement that would most strengthen the identified force for or less the identified force against achievement of the goal, thus changing the status quo.

7. Decision and Application:

At this point, you should be aware of many of the forces involved in creating the problem that faces you. Some forces tend to hinder and some forces tend to help in solving the problem. You should now be able to decide which forces you can change to create more pressure on one side of the vertical line -- thereby either reducing pressure opposing your goal or increasing pressure toward your goal.

Once you identify a plan of action and begin implementation of the plan, more information will be needed to decide if there is movement toward the goal. This assessment provides an evaluation of progress and a new diagnostic picture. At this time, you may want to again apply the Force Field technique to the new situation.

FORCE-FIELD DESIGN

Statement of Goal:

Opposite of Goal			Goal
Change	FORCES FOR →	← FORCES AGAINST	Change

Please list action Alternatives on following page and re-identify for which forces

ACTION ALTERNATIVES

Priorities:

FORCE FOR	ACTION ALTERNATIVE

FORCE AGAINST	ACTION ALTERNATIVE

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C. Evaluative Instruments

As a participant in group activity or as a leader of a group, the potential Specialist in Continuing Education can effectively use the following instruments to evaluate personal behavior and the individual and corporate functioning and work of the group.

Analysis of Personal Behavior

Peer Evaluation Summary of Analysis

How Am I Doing So Far?

How Do You See Your Group?

Group Evaluation Forms (A,B,C)

Yardstick for Measuring the Growth of a Group

ANALYSIS of PERSONAL BEHAVIOR

DIRECTIONS:

This form is designed to help you think about your behavior as well as the behavior of other group members. Each statement has two scales numbered from 1 to 5.

The upper scale will indicate your real or actual behavior as you see it. The lower scale will indicate what you would like your ideal behavior to be. Read each statement. Circle the number on the upper or real scale that best describes your actual behavior. Then -- on the lower or ideal scale, circle the number that best describes what you would like your ideal behavior to be.

In the square beneath each person's name, enter the number which you feel best describes that person's real behavior.

1. Ability to listen to others in an understanding way

	Inattentive Unreceptive			Observant Sensitive Listener									
Real	1	2	3	4	5								
Ideal	1	2	3	4	5								

2. Ability to influence others

	Little Influence			Much Influence									
Real	1	2	3	4	5								
Ideal	1	2	3	4	5								

3. Likely to trust others

	Distrust			Trust Confidence									
Real	1	2	3	4	5								
Ideal	1	2	3	4	5								

4. Willingness to share feelings (Emotions)

Unwilling ... Very Free

Real 1 2 3 4 5

Ideal 1 2 3 4 5

5. Tendency to seek close personal relationships with others

No Interest in Others ... Out-Going Warm

Real 1 2 3 4 5

Ideal 1 2 3 4 5

6. Reaction to comments about own behavior

Resent Defensive ... Accept

Real 1 2 3 4 5

Ideal 1 2 3 4 5

7. Awareness of others' feelings

Unaware ... Sensitive Empathic Responsive

Real 1 2 3 4 5

Ideal 1 2 3 4 5

8. Attitude toward change

Oppose — Accept it as something necessary

Real 1 2 3 4 5

Ideal 1 2 3 4 5

9. Degree of insight into the why of behavior -- own

No Insight into Behavior — Exceptional Self-Insight

Real 1 2 3 4 5

Ideal 1 2 3 4 5

10. Reaction to conflict and antagonism in the group

Avoid it Shrink from it — Use it Constructively Creatively

Real 1 2 3 4 5

Ideal 1 2 3 4 5

11. Reaction to expressions of affection and warmth in the group

Embarrassed Avoids or Rejects — Accepts

Real 1 2 3 4 5

Ideal 1 2 3 4 5

12. Willingness to be influenced by others

Not Influenced — Influenced

Real 1 2 3 4 5

Ideal 1 2 3 4 5

13. Warm, friendly, human

Cold / Reserved — Warm / Out-Going

Real 1 2 3 4 5

Ideal 1 2 3 4 5

14. Awareness of others' feelings toward self

Unaware — Aware

Real 1 2 3 4 5

Ideal 1 2 3 4 5

15. Degree of commitment to group goals

No Real Commitment / Lack of Involvement — Total Commitment

Real 1 2 3 4 5

Ideal 1 2 3 4 5

NAME________________________________

ANALYSIS OF PERSONAL BEHAVIOR

PEER EVALUATION SUMMARY

SCALE NUMBER \ RATING	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

HOW AM I DOING SO FAR?

	in helping to improve myself	in helping to improve others
Awareness of process as well as task		
Openness		
Trust		
Risk-taking		
Personal identity in the group (a somebody)		
Balance between influencing and being influenced		
Sharing common group goals		
Ability to give and receive help in interpersonal relations		
Ability to accept and profit from criticism		

1. What have I done to help <u>myself</u> and <u>others</u> develop the characteristics of an effective communicator?

2. What can I do (that I have not already done) to help <u>myself</u> and <u>others</u> develop these qualities?

3. What is the effect of the things I do <u>not</u> do?

HOW DO YOU SEE YOUR GROUP?

Please mark an "X" on each of these scales at the point which best indicates your own feelings. You are also encouraged to write any additional comments on the back of this sheet. Thank you for your cooperation in answering these questions.

1. Did you feel free to participate in the discussion?

completely free	very free	somewhat	very little	not at all

2. How often have you wanted to say something but did not because you thought the group would not accept it?

most of the time	very fre- quently	occasion- ally	a few times	almost never

3. How well do most of the group members understand the way you feel?

almost com- pletely	quite a bit	somewhat	a little	not at all

4. In your opinion, about what proportion of the group feels completely free to express their true feelings?

almost all of the group	about 3/4 of the group	about 1/2 of the group	about 1/4 of the group	practically none

5. How much should your chairman or leader participate in the discussion?

a lot more than he has	a little more than he has	about as much as he has	a little less than he has	much less than he has

6. How much information do you feel you learned from the discussion?

a great amount	many things	something	very little	practically nothing

7. Was this discussion a profitable experience for you personally?

extremely valuable	very valuable	it was worthwhile	fairly valuable	it was a waste of time

GROUP EVALUATION FORMS

There are many advantages in group work: topics and problems can be divided for study in depth, grouping can take advantage of interests, students have opportunities for many kinds of social learnings (including leadership skills and real problems of democracy) and, in general, more students can be actively involved in the learning process than might be the case under a more centralized procedure.

There are many ways to make group work especially effective. One of these ways is to turn the attention of students to the critical evaluation of their group experiences. This illustrates (in ways no abstract discussion can) both the difficulties in social organization and in self-understanding.

Below are three forms that are useful for this process of group evaluation. Each is made to be completed by each group member after a group session (and generally anonymously). Responses then are tabulated and reported back to the group or to certain individuals, if that is appropriate. (To conserve space on this sheet, room for writing responses after questions has been eliminated on the sample forms below.)

GROUP EVALUATION FORM A

A good group is successful in at least three areas. Rate your group in the three areas listed below.

1. A good group meeting accomplishes its task; the group knows what it is supposed to do and does it.

   1a. How well did your group do in this regard?
   1b. How can it do better next time?

2. A successful group takes advantage of the talents of all its members.

   2a. How well did your group do in this regard?
   2b. How can it do better next time?

3. A mature group behaves in ways that will help individual members to better understand, appreciate, and respect themselves; it doesn't promote poor mental health.

   3a. How well did your group do in this regard?
   3b. How can it do better next time?

GROUP EVALUATION FORM B

A group has two essential components: task roles and maintenance roles.

A person is helping the group achieve its task when he (1) gives a suggestion or an opinion, (2) asks for a suggestion or opinion, (3) orients the group by summarizing or pointing ahead, (4) urges the group to move ahead with its job, or (5) tests to see if the group has arrived at a consensus.

A person is helping the group maintain itself if he (1) supports group members, is positive and agreeable when appropriate, (2) helps relieve tension, or (3) is encouraging. (Emotional aggression, antagonism, withdrawal, or attention-seeking weaken the group.)

Which roles were satisfactorily and unsatisfactorily performed in this meeting? Which roles were needed and missing? Did leadership emerge and fill needed roles? Which roles did you fill (or did each member best fill)?

GROUP EVALUATION FORM C

Which group member (or members) best fit the following descriptions:

1. contributions were usually pertinent
2. contributions were often irrelevant
3. long-winded, rambling
4. brief, pointed contributions
5. put personal goals before group goals
6. put group goals first
7. critical, negative
8. positive, praised others
9. very influential
10. no influence exerted on group
11. has excellent ideas
12. has usually poor ideas
13. has many ideas
14. has very few ideas
15. very tolerant person
16. a very open-minded person
17. not tolerant of others
18. not anxious to learn
19. took more than his share of time
20. seldom made any verbal contribution

YARDSTICK for MEASURING the GROWTH of a GROUP . . .

As a group begins its life and at several points during its growth, the leader and members might individually fill out the following scales and then spend some time sharing the data that is collected. Through these scales, it is possible to get a general picture of the perceptions which various members have about the group and how it is growing. It is also possible to pick up areas in which there may be some difficulties which are blocking progress.

1. *HOW CLEAR ARE THE GROUP GOALS?*

1.	2.	3.	4.	5.
No apparent goals	Goal confusion, uncertainty, or conflict	Average goal clarity	Goals mostly clear	Goals very clear

2. *HOW MUCH TRUST AND OPENNESS IN THE GROUP?*

1.	2.	3.	4.	5.
Distrust, a closed group	Little trust, defensiveness	Average trust and openness	Considerable trust and openness	Remarkable trust and openness

3. *HOW SENSITIVE AND PERCEPTIVE ARE GROUP MEMBERS?*

1.	2.	3.	4.	5.
No awareness or listening in the group	Most members self-absorbed	Average sensitivity and listening	Better than usual listening	Outstanding sensitivity to others

4. *HOW MUCH ATTENTION WAS PAID TO PROCESS?* (The way the group was working?)

1.	2.	3.	4.	5.
No attention to process	Little attention to process	Some concern with group process	A fair balance between content and process	Very concerned with process

5. *HOW WERE GROUP LEADERSHIP NEEDS MET?*

1.	2.	3.	4.	5.
Not met, drifting	Leadership concentrated in one person	Some leadership sharing	Leadership functions distributed	Leadership needs met creatively and flexibly

6. *HOW WERE GROUP DECISIONS MADE?*

1.	2.	3.	4.	5.
No decisions could be reached	Made by a few	Majority vote	Attempts to integrating minority vote	Full participation and tested consensus

7. *HOW WELL WERE GROUP RESOURCES USED?*

1.	2.	3.	4.	5.
One or two contributed, but deviants silent	Several tried to contribute but were discouraged	Average use of group resources	Group resources well used and encouraged	Group resources fully and effectively used

8. *HOW MUCH LOYALTY AND SENSE OF BELONGING TO THE GROUP?*

1.	2.	3.	4.	5.
Members had no group loyalty or sense of belonging	Members not close but some friendly relations	About average sense of belonging	Some warm sense of belonging	Strong sense of belonging among members

D. Training Activities

As groups function, individual members interact and interdependently operate. In order to understand these processes and develop relevant skills, trainees should experience activities that involve communication and problem-solving.

The following materials and exercises provide information and opportunities for participants to function in a group performing a task or making a decision.

1. Communication

   a. Examining the process of communication

   b. Increasing the effectiveness of communication

   c. Practicing communication roles

2. Problem-Solving

   a. Examining leadership

   b. Examining communication

   c. Examining group functions and resources

NOTE: each item has been coded to indicate its specific use. For example: (1.a.) indicates that "One-Way vs Two-Way Communication" examines the process of communication.

One-Way vs Two-Way Communication

Form 1

Purpose:

In an organization of people such as a small group, it is possible to have a free exchange of ideas and feelings. It is also possible (depending on the power structure, norms of the group and relative status of members) for communications to fall into a more formally structured pattern wherein all initiation of communication comes from the power center ("the top") to the rank and file and the only communication from "below" occurs in response to commands or requests from "above".

Materials:

1. Sets of dominos (enough to allow 5 dominos per pair of participants).

2. General instructions for sender and for receiver (enough to provide 1 copy of each to the participants).

Participants:

All

Time:

2 hours.

Agenda:

ACTIVITY #1 -- Domino Game

The "domino game" is designed to allow participants to attempt, in a dyadic exercise, both ways of communicating and to compare the advantages and disadvantages of each.

In this "game", the members of the dyad are seated back-to-back. One member is given a set of dominos, the number of pieces shown on a drawing held by the second member of the dyad. The team attempts to arrange the dominos exactly as they are shown in the drawing by both the "one-way" and the "two-way" methods:

ONE-WAY -- The members are not allowed to look at each other for the duration of the exercise (in either "one-way" or "two-way").

In this version, the member with the drawing instructs the other member in the placement of the dominos. He asks no questions nor will he answer any. The member who is attempting to arrange the dominos is to remain silent throughout the exercise, neither asking questions nor giving feedback regarding difficulties he may encounter.

Each dyad is timed to determine how long the process takes under these conditions. The degree of completion is also recorded in each case. Then the members are asked to discuss the advantages and disadvantages of this approach -- both in terms of achievement and in terms of feelings. Some of the things which usually come out are:

ADVANTAGES

1. Speed
2. "Receiver" can absolve himself of responsibility for failure because the onus is on the "sender" to communicate perfectly.
3. "Sender" receives no "static" from "receiver" who can't question or in any other way challenge the "sender".

DISADVANTAGES

1. Degree of accuracy usually poor.
2. Degree of uncertainty, discomfort on part of sender usually high because he doesn't know how (or what) receiver is doing.
3. Receiver uncomfortable usually because he doesn't always completely understand what sender means by what he says and would like to have an opportunity to "check it out".

TWO-WAY -- Same situation, only this time the receiver may ask questions to clarify his understanding of the message. Again, get the participants' reactions to this process. Among more common responses are:

ADVANTAGES

1. Greater accuracy in the receiver's performance.
2. Receiver more comfortable with process because he can now question when he's uncertain of meaning.
3. Sender more comfortable in that he's getting feedback and has more opportunity to clarify his messages.

DISADVANTAGES

1. More time required.
2. Receiver now shares the responsibility for the outcome (this is not always perceived as a disadvantage).
3. Sender open to questions and challenges which he may not like.

PYRAMID GAME -- A variation of the domino game in which the leader provides small groups with the pieces of a pyramid puzzle (without identifying it). He then reads a series of instructions to the group(s) and allows them to attempt to solve the puzzle. In the first attempt, he answers no questions and conveys the instructions only once. In the second attempt, they may ask questions and he will answer. Rest of process as in domino game.

HANDOUT FOR

One-Way vs Two-Way Communication

Form 1-Sender

General Instructions for Sender

1. Do not allow the receiver to see the diagrams contained in the sender's instructions until after both tasks have been completed.

2. The objective is to clarify the differences between two situations: (1) A talking to B without return conversation from B to A, and (2) A talking to B with return conversation from B to A.

3. The sender will attempt to communicate in words the pattern in which six dominos are arranged. This compares, perhaps, with a set of complicated directions which you might have to give to a subordinate.

4. Assume that the dominos touch each other at "sensible" places -- at corners or at midpoints along a side. There are no touch points at unusual places. All the angles are either 90° or 45° angles; there are no odd ones.

5. There are two tasks. Perform them in the order in which you find them in the sender's instructions. Follow carefully the specific instructions for each task.

6. At the completion of each task, the sender will record the time elapsed from the beginning of the communication to the completion of the task and the number of correct touch points (1-5). Both sender and receiver should answer all questions about each task before going on to the next task.

HANDOUT FOR

One-Way Communication

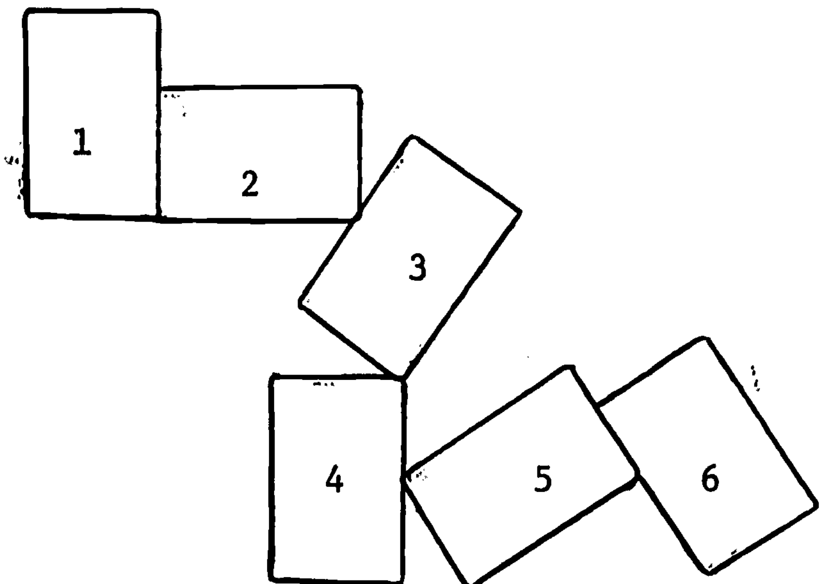
(Form 1-Sender)

1. Turn your back on the receiver to eliminate the possibility of visual communication. Do not allow him to see this page until the entire project is completed.

2. Be sure that the receiver has six dominos. You will describe in words the pattern of arrangement, as fast as you can. He will arrange the dominos as accurately as possible.

3. Remind the receiver that this task involves one-way communication. He is not permitted to ask questions, make comments, offer suggestions, laugh, sigh, or in any way communicate back to you any information about what he is doing.

4. Study the line drawing briefly and plan your approach. Begin speaking when you feel you are ready and stop when you feel you have accomplished your purpose.



5. Time Elapsed: ___min. and ___sec. from the time you began to talk until the completion of the task. Do not tell the receiver.

6. Accuracy (number of correct touching points): _______. Do not tell the receiver these results until the entire project is completed.

7. Are you reasonably confident that the receiver interpreted your communication (i.e., arranged the dominos) correctly? (check one)

   _____yes　　_____no　　_____uncertain

8. How did you feel about the fact that the receiver was not able to communicate back to you during your explanation? (answer in a few words)

HANDOUT FOR

Two-Way Communication

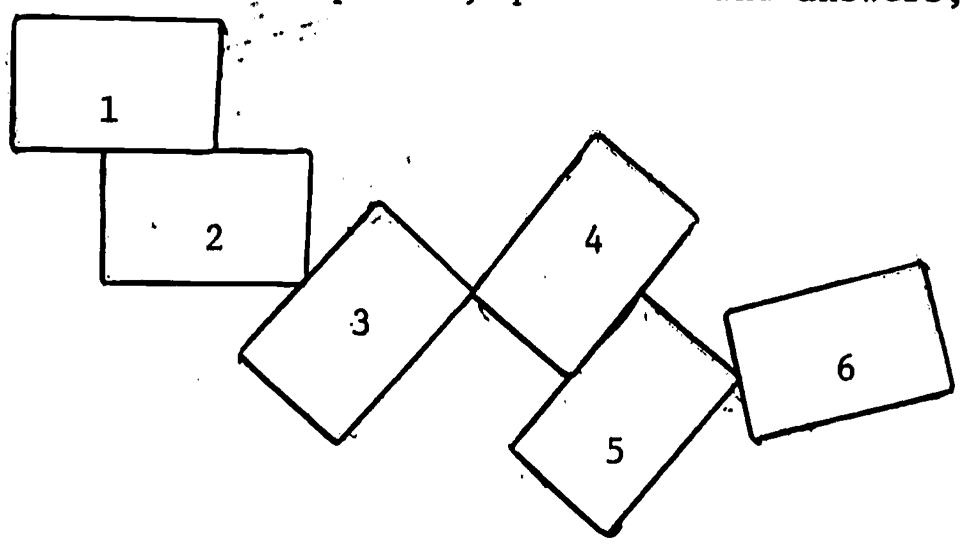
(Form 1-Sender)

1. Turn your back on the receiver to eliminate the possibility of visual communication. Do not allow him to see this page until the entire project is completed.

2. Be sure that the receiver has six dominos. You will describe in words the pattern of arrangement, as fast as you can. He will arrange the dominoes as accurately as possible.

3. Remind the receiver that this task involves two-way communication. He is encouraged to interrupt and to ask questions, make comments, offer suggestions, and to communicate orally with you in any way that he feels will help him to complete his task successfully.

4. Study the line drawing briefly and plan your approach. Begin speaking when you feel you are ready and stop when you have completed your purpose. The total time taken by your communication will include all interruptions, questions and answers, etc.



5. Time Elapsed: ___min. and ___sec. from the time you began to talk until the completion of the task. Do not tell the receiver.

6. Accuracy (number of correct touch points): ________. Do not tell the receiver these results until the entire project is completed.

7. Are you reasonably confident that the receiver interpreted your communication (i.e., arranged the dominos) correctly? (check one)

   _____yes   _____no   _____uncertain

8. How did you feel about the fact that the receiver was free to interrupt and communicate back and forth with you during your explanation? (answer in a few words)

HANDOUT FOR

Two-Way Communication

(Form 1-Receiver)

Instructions for Receiver

1. Turn your back on the sender to eliminate the possibility of visual communication. Do not look at his instructions until the entire project is completed.

2. Be sure you have six dominos. The sender will describe in words a pattern of arrangement, as fast as he can. You will arrange the dominos as accurately as possible.

** 3. When the task involves ONE-WAY COMMUNICATION, you are not permitted to ask questions, make comments, offer suggestions, laugh, sigh, or in any way communicate back to him any information about what you are doing.

   a. Are you reasonably confident that you interpreted the sender's communication (i.e., arranged the dominos) correctly? (check one)

      _____yes   _____no   _____uncertain

   b. How did you feel about the fact that you were not able to communicate back with the sender during his explanation? (answer in a few words)

** 4. When the task involves TWO-WAY COMMUNICATION, you are encouraged to interrupt and to ask questions, make comments, offer suggestions, and to communicate orally with the sender in any way that will help you to complete the task successfully.

   a. Are you reasonably confident that you interpreted the sender's communication (i.e., arranged the dominos) correctly? (check one)

      _____yes   _____no   _____uncertain

   b. How did you feel about the fact that you were able to communicate back with the sender during his explanation? (answer in a few words)

** NOTE: Your sender may ask you to engage in two-way communication first, then in one-way communication. In this case do #4 before #3.

One-Way vs Two-Way Communication

This exercise has been used in programs of the National Training Laboratories, National Education Association.

Form 2

Purpose:

To demonstrate the differences between the effects of one-way communication and two-way communication.

Materials:

1. Cards of abstract design (see agenda).
2. Pads of paper and pencils for all participants.
3. Reproduction of questions for each participant to answer.

Participants:

All

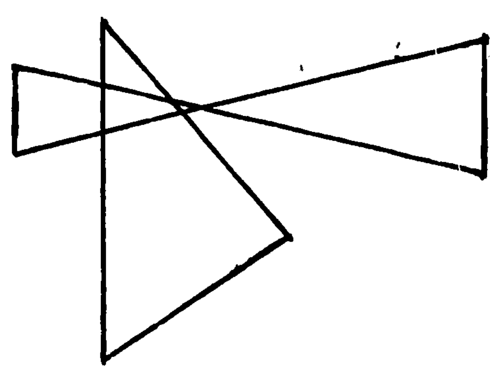
Time:

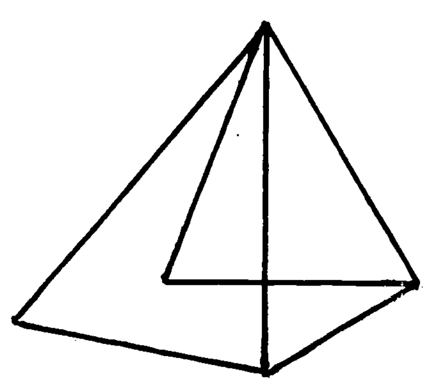
1 - 1 1/2 hours.

Agenda:

1. One person is designated as communicator. The group is used as subjects. The leader provides the material and moderates the discussion. The material consists of two abstract line drawings on two cards which have not been seen by either the communicator or the subjects.

Sample Material





2. The object of the exercise is for the demonstrator to describe the materials in a manner which will permit the subjects to reproduce the drawings.

   The exercise is divided into two parts. In the first part the demonstrator is seated with his back to the subjects and the subjects are cautioned not to give him any indication of their responses. The demonstrator describes one of the drawings as fully and completely as possible. There is no time limit but the leader keeps time on the exercise. When the demonstrator completes his description, the leader notes the time and asks the subjects (who have still not seen the drawing) to respond in writing to the following questions:

   a. How closely do you think your drawing compares to the original?

      1) Excellent reproduction. 2) Good reproduction. 3) Fair. 4) Poor. 5) Not at all.

   b. How do you feel about attempting to fulfill the task under these conditions?

      1) Very secure. 2) Secure. 3) Fair. 4) Insecure. 5) Frustrated.

3. In part two, the demonstrator is given the other card. The task is the same -- to describe the drawing as fully and completely as possible. However, this time he faces the group. The group may ask questions or ask to have a direction repeated or rephrased. The only restriction is that the group cannot see the original drawing and the demonstrator cannot leave the podium. Again there is no time limit but time is kept. The same two questions are asked.

4. At the conclusion of part two, the leader shows both drawings and directs the discussion which might center on the following topics:

   a. Which method of communication produced the best reproductions?

b. Which method produced the most security? The most frustration?

c. Which method consumed the most time?

d. Is there a better method than either of these to get the task done?

e. Were there differences in the behavior of the demonstrator in each method? In the behavior of the subjects?

f. For this task are there better methods than either of the two used?

"Moon Man"

Purpose:

To demonstrate problems of communication under threatening conditions when a "common language" is obviously not present.

Materials:

None

Participants:

All

Time:

Varies

Agenda:

It frequently occurs that people who are obliged to communicate with one another are not of equal "power". When one member of a group is perceived to be able to grant or withhold something that another member wants, he may be loosely described as having power over the other. If the other can influence the holder of the "power" only by compliance, then the other truly has more power, at least in the immediate situation. This differential in power frequently presents problems when the people involved in this unequal relationship attempt to communicate, simply because the "weaker" person does not wish to antagonize the more powerful. This will affect the way in which he attempts to communicate. In all probability the holder of the power will not wish to have his advantageous position weakened. Therefore, he will tend to resort to his power when he perceives himself to be threatened in any way by the weaker.

To further complicate the process, such people do not always share a "common language" although they may use the same basic symbolic devices. (Such as, an engineering oriented person dealing with a human-relations oriented person, or persons on different sides of the "generation gap", teachers attempting to communicate with administrators, etc.)

When people attempt to communicate under these conditions, the process is tenuous at best if all are not aware of the problem disrupting such communications.

The "Moon Man" is an exercise which attempts to illustrate the problems inherent in such communications. In this exercise, the leader role-plays a person from the moon, who has arrived on this planet in his native costume (i.e. nude).

Having explained this, the leader calls for a volunteer, who, for some reason, wishes to have the "Moon Man" put on a jacket (donated by some kind group member). The conditions of the exercise are these:

1. The "Moon Man" does not speak the participants' language.

2. The "Moon Man" has a ray-gun (pen, piece of chalk, or something similar) that the participant has seen the "Moon Man" use to disintegrate an automobile that the "Moon Man" felt was threatening him.

3. The participant does not want to be disintegrated.

After the participant has futilely (usually) attempted to get the "Moon Man" to put on the jacket, get his reactions to the process and open discussion to the group.

(1.a)

Village Square

Purpose:

To explore some of the feelings that are generated when the means of verbal communication are removed and to learn how we may draw conclusions, make assumptions and decisions on the basis of non-berbal communication.

Materials:

A large open area and possibly chairs in a circle or semi-circle around the outside of the area. Large sheet of plain paper and several marking pencils or crayons.

Participants:

Determined by SCE.

Time:

Varies

Agenda:

1. Inform group that they are all members of a newly formed village. Their first task is to get acquainted by walking around the village square (the open area). No verbal communication is permitted. They must introduce themselves to everyone. (5 to 10 minutes) (Discuss in total group.)

2. Only with data gained in meeting people non-verbally, select non-verbally the person you think you would like to work with on a job coming up for the village. (3 to 5 minutes) (Discuss in groups formed from exercise why you selected that person.)

3. Follow same procedure as 2. Only this time select a person you feel is most like yourself. (Discuss in groups formed from exercise why you selected that person.)

4. Select person you feel you trust from total group (not one of other previously selected). Each person will lead partner on "trust-walk" through area, introducing him by touch to the surroundings. (The person being led has eyes closed.) (About 3 to 5 minutes per person.) (Discuss in total group or small groups feelings during experience.)

5. Inform villagers that they now are leaving the village and that they should draw on the paper placed in the center of the village square their reactions to having been there.

REMINDER: All activities (1, 2, 3, 4, & 5) are to be done non-verbally.

Dimensions of Cooperation

INSTITUTE FOR ADVANCED PASTORAL STUDIES
380 Lone Pine Road
Bloomfield Hills, Michigan 48013

Purpose:

1. To stimulate the group to analyze some aspects of the problem of cooperation in solving a group problem.

2. To sensitize the members to some of their own behavior which contributes toward or hinders solving group problems.

Materials:

1. Chalkboard, chalk, eraser.

2. Individual tables that will seat five participants.

3. One set of INSTRUCTIONS for each five people participating and one for the trainer.

4. One set of SQUARES for each five people participating. (See directions for making the sets of squares.)

Room Arrangement:

If practicable, tables should be arranged in advance with groups of five chairs around them and with a packet of the necessary materials on each table. The tables should be spaced far enough apart that the various groups cannot observe the activities of the other groups. The members then take chairs as they enter. If this is not practicable, tables and chairs may be arranged after the trainer's introduction.

Participants:

Groups of five.

Time:

1 hour.

Agenda:

1. Trainer begins session by asking for the meaning of the word cooperation and for illustrations of situations which call for cooperative effort. Insofar as possible, practical and local situations calling for cooperative effort should be stressed, as for instance a project such as building a hospital or the processing of correspondence in a Registry.

2. From initial explanation of the meaning of the word cooperation, an attempt is made to elicit from the group some of the required behaviors on the part of the individuals if cooperative effort is to be successful. Such ideas as the following may be brought out:

   a. There is a need for each individual to understand the total problem which must be solved.

   b. There is a need for each individual to see how he can contribute toward solving the problem.

   c. There is a need for each individual to be aware of the potential contributions of other individuals.

   d. There is a need to see the other individual's problem in order that he may be helped to make a maximum contribution.

   NOTE: The trainer may need to develop illustrations in concrete form if there is difficulty in drawing these ideas out of the group.

3. When the above points have been listed on the board, the trainer indicates that the plan is to conduct an experiment to test these ideas. He suggests that one member at each table open the packet on the table and distribute one of the envelopes to each of the five persons. He indicates that the packets are to be left unopened until the signal to begin working is given.

4. The trainer reads the instructions carefully to the group. When he has finished, he calls for any questions. It may be wise to ask the group for a statement of the different elements of the instructions to ascertain that they are clearly understood. The trainer then points out that there is also a copy of the instructions at each table in case anyone wishes to refer to them. He also refers to the points which have been listed on the chalkboard. The trainer then gives the signal to begin. By observing the groups at work, the trainer may also collect data which will be useful for raising questions during the following discussion.

   NOTE: It is wise to monitor the tables to reinforce the rules which have been laid down in the instructions.

5. When one or two groups have solved the problem or the maximum allowable time has elapsed, the trainer calls time and engages the group in a discussion of the experience.

6. DISCUSSION: This exercise involves so much interest and feeling, the group discussion usually carries itself though the trainer may need to guide the focus of comments or may wish to add points from his own observations.

   The discussion should go beyond relating of experiences and general observations. Some important questions are: How did members feel when someone holding a key piece didn't see the solution? How did members feel when someone had completed his square incorrectly and then sat back with a self-satisfied smile on his face? What feelings did they think he had? How did members feel about the person who couldn't see the solution as fast as the others? Did they want to get him out of the group or help him?

7. When the discussion is under way, the trainer may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily work experiences.

8. In summarizing, the trainer briefly stresses the relationship of the experiences with squares and the discussion to the points previously developed on the chalkboard and to back-home situations.

HANDOUT FOR

Dimensions of Cooperation

Instructions to the Group

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

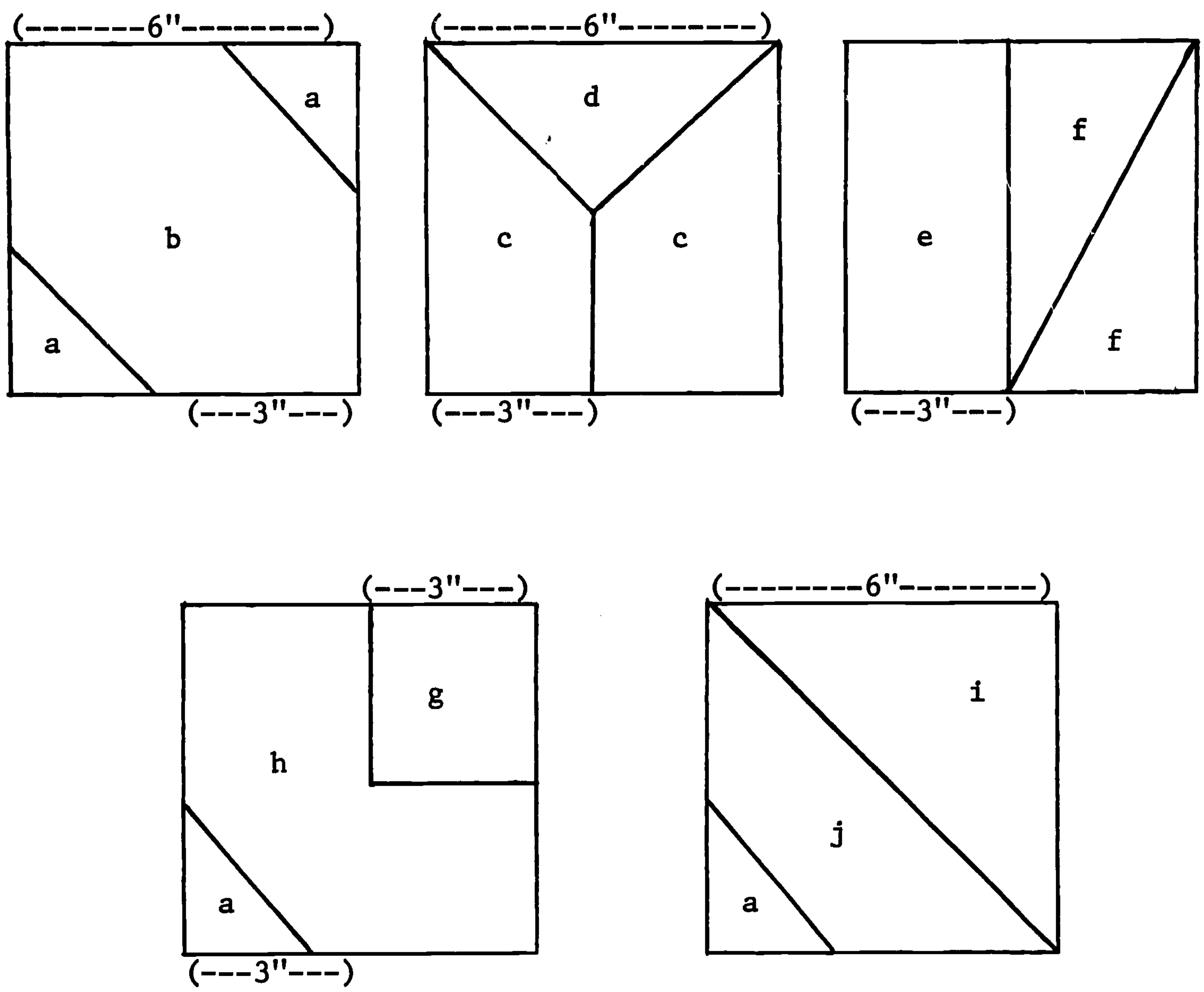
HANDOUT FOR

Dimensions of Cooperation

Directions for Making a Set of Squares

A set of five envelopes containing pieces of cardboard which have been cut in different patterns and which when properly arranged will form five squares of equal size. One set should be provided for each group of five persons. Since groups often run from fifteen to twenty persons, it is suggested that the trainer make four sets while he is about it.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, penciling the letters, a, b, c, etc. lightly so they can later be erased.



The lines should be so drawn that when cut out, all pieces marked _a_ will be of exactly the same size, all pieces marked, _c_ of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

After drawing the lines on the six by six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes, A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the pencilled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, etc. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

(1.a.)

Effects of Group Pressure on Judgment

Purpose:

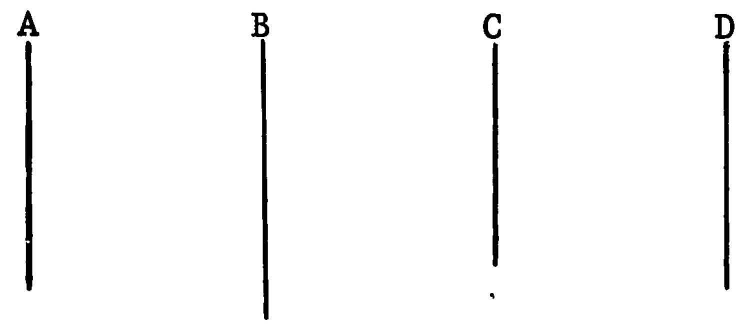
To demonstrate the effects which membership in a group can have upon a member's perceptions of "reality" and his ability to make "rational" decisions.

To an SCE working with professionals or to a professional working with other professionals or students, it is important to realize the pervasive effects of group pressure upon the attitudes, the interpretation of information, the decision-making abilities, and behavior of members of the group. He must be aware that such influences are not always rational nor productive. In attempting to help an individual to develop himself, the SCE must be prepared to deal with the individual in the context of the group which may, by its attitudes, behavior, etc., be influencing the individual unproductively. Since the SCE works in the setting of the group, he must be prepared to deal with the group in its entirety -- particularly when group pressure is working contrary to the goals which the group has helped to set for itself.

The following activity is intended to help demonstrate to the group the potential power and the potential dangers inherent in group pressure. This experience should be followed up with some of the alternatives which are designed to help the group examine the way it works. (Such as the "Yardstick for Measuring Group Growth".) Such on-going activities will help the group to begin to consciously channel its potency into productive channels.

Materials:

Newsprint stand and newsprint prepared as follows:



Participants:

All

Time:

1 hour.

Agenda:

1. This activity requires the trainer to pre-select one member of the group who will be the "naive subject" (victim of the conspiracy). The person should be selected without his knowing it.

2. Once the trainer has identified the "naive subject", he should then involve the rest of the participants in the activity by giving them very specific instructions regarding the part that each is to play, as follows:

   (NOTE: Both steps 1 and 2, above, must be conducted prior to the session in which this activity is to occur.)

"You are going to help conduct an experiment in perception in the next session. You will be shown a large drawing, identical to this, except in terms of size (show small reproduction of 4 lines). You will be called on as an individual to state which of B, C, or D is exactly the same in length as A. You will respond that line C is the correct answer, even though you yourself know that that is not so. Do not waver from that response throughout the period of discussion. Answer the question positively and seriously. Give no clue to the fact that you are playing a role or that you are not giving a true response. Any Questions?"

3. During the period in which the experiment is conducted, show the chart and announce that you wish to test the differences in perception that may exist within a group to illustrate how perceptions may vary.

4. Ask each participant to select that line from among B, C, and D, which he feels is closest to being the same length as line A. See to it that you call upon your "naive" subject last, or next to last, while the rest of the group responds, "Line C".

5. There is a strong probability that the "naive subject" will also respond "Line C" despite the evidence of his senses. If he sticks to his own beliefs, it will be with difficulty and he will have feelings about that.

6. Upon completion of the "voting", ask the naive subject how he felt about the process.

   a. If he did go along with the group he will probably respond in one of the following ways:

   -----didn't really think it was C but figured the group had seen something in the problem that he didn't.

   -----thought the group was "nuts" but went along.

   -----believes absolutely that he freely chose "C" and that it is correct! (Although it obviously is not.)

   -----didn't understand the problem ("thought he was supposed to pick the shortest, etc. -- a rationalization normally).

   b. If he stuck to his own convictions, he will probably indicate that his anxiety level was pretty high by the time he responded when everyone else was showing disagreement. May have felt guilty about "going against the group".

7. Have group discuss implications: if group pressure has this effect under these conditions (when the object of discussion is physically so obvious) what effects may this have in real group situations where the issues are not so "clear"?

Based on S.E. Asch "Effects of Group Pressure upon the Modification and Distortion of Judgments", in Readings in Social Psychology, 3rd. Ed., Eleanor E. MacCoby, Theodore M. Newcomb, and Eugene L. Hartley, eds. (New York: Holt, Rinehart and Winston, Inc., 1958) pp. 174-83.

NASA Decision-Making Exercise

1. <u>General Instructions</u>:

   A. Divide total population into groups of 6-10, attempting to provide a good cross section of total population in each small group.

   B. Give smaller groups team "names" corresponding to U.S. space effort projects; e.g., Apollo, Gemini, Titan, Saturn, etc.

   C. Time segments are flexible and can be adjusted to the situation and number of persons involved.

2. <u>Individual Rankings (10 minutes)</u>:

   A. Distribute 2 copies of ranking sheet to each participant -- 1 copy to turn in and 1 for own record and future use.

   B. 1) Name in upper right corner.
      2) Team name in upper left corner.

   C. Read "instructions" aloud.

   D. Each participant record his rankings in left column. Turn in promptly; keep one copy.

3. <u>Team "Decision by Consensus" (45-60 minutes)</u>:

   A. Distribute Guidelines for "Decision by Consensus"; also 1 copy of work sheet for recording individual rankings.

   B. Read instructions aloud.

      Must arrive at ONE group ranking.

   C. Give each "team" a copy of original ranking sheet on which to record the group's ranking.

   D. Develop individual "d" (deviation) scores while groups are arriving at consensus.

1) Use KEY to determine number of points each ranking deviates ± from NASA consensus.

2) Total "d" scores for each person.

3) Average individual "d" scores to arrive at group average.

4) Plot information on chalkboard (see sample).

Lower = -
Higher = +

5) Return ranked sheets -- scored -- (no discussion) at end of period.

6) Collect single team rank sheets.

4. Break (10 minutes):

A. During break, work out team/group "d" scores and plot data on chalkboard.

B. "Greater and Lesser" ($<$ $>$) scores can be found and plotted.

Here use (or lack of use) of group/ individual resources will be readily detected.

5. Sharing Data (15-20 minutes):

A. Note correct ranks (KEY) as reported by NASA as consensus of "space experts" -- theoreticians, astronauts, etc. (see attached key).

B. Report chalkboard data.

C. Discuss implications.

1) Group
2) Individual
3) Group vs individual, etc.

6. Reflection and Reaction Time (20-30 minutes):

A. Have teams/groups discuss "what happened" internally in arriving at consensus. (Sharing, power-plays, lack of confidence, poor initiative, openness, etc.)

7. Basic Leadership Theory (15-20 minutes):

A. Summary of "shared" leadership theory.

B. Discussion and amplification.

SAMPLE CHALKBOARD DATA PRESENTATION

Team	Apollo	Gemini	Titan
	----	----	----
	----	----	----
	----	(Individual Scores)	----
	----	----	----
Total (all scores)	----	----	----
Average (total all scores - # of persons	----	----	----
Group "d"	----	----	----
Group average of indiv. scores	----	----	----
Group best indiv. score (resource)	----	----	----

"d" -- Deviation score

<> -- Greater or lesser than

KEY RANKINGS

1. Two 100 lb. tanks of oxygen -- necessary for survival
2. 5 gallons of water -- next to oxygen as essential
3. Stellar map -- for charting course to mother ship
4. Food concentrate -- an essential to life
5. Solar-powered FM receiver-transmitter -- for radio contact with mother ship
6. 50 ft. of nylon rope -- multiple uses, e.g., packaging gear, scaling cliffs, etc.
7. First aid kit containing injection needles -- for emergency needs
8. Parachute silk -- shelter, warmth and packaging gear
9. Life raft -- shelter
10. Signal flares -- alert mother ship
11. Two .45 calibre pistols -- propulsion
12. One case dehydrated Pet milk -- food value and water content
13. Portable heating unit -- if needed, but not valuable (bulky)
14. Magnetic compass -- moon lacks earth's magnetic field
15. Box of matches -- too little oxygen in atmosphere

HANDOUT FOR

NASA Decision-Making Exercise

Guidelines for Decision by Consensus

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the preduction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to at least somewhat agree.

3. Avoid "conflict-reducing" techniques (such as majority vote, averaging or trading) in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

HANDOUT FOR

NASA Decision-Making Exercise

Ranking Sheet

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Your
Rank

_____ _____ _____ Box of matches

_____ _____ _____ Food concentrate

_____ _____ _____ 50 feet of nylon rope

_____ _____ _____ Parachute silk

_____ _____ _____ Portable heating unit

_____ _____ _____ Two .45 calibre pistols

_____ _____ _____ One case dehydrated Pet milk

_____ _____ _____ Two 100 lb. tanks of oxygen

_____ _____ _____ Stellar map (of the moon's constellation)

_____ _____ _____ Life raft

_____ _____ _____ Magnetic compass

_____ _____ _____ 5 gallons of water

_____ _____ _____ Signal flares

_____ _____ _____ First aid kit containing injection needles

_____ _____ _____ Solar-powered FM receiver-transmitter

HANDOUT FOR

NASA Decision-Making Exercise

GROUP SUMMARY SHEET

Group Number_____

Individual Preductions

	1	2	3	4	5	6	7	8	9	10	11	Group
Box of matches												
Food concentrate												
50 feet of nylon rope												
Parachute silk												
Portable heating unit												
Two .45 calibre pistols												
One case dehydrated Pet milk												
Two hundred-pound tanks of oxygen												
Stellar map (of the moon's constellation)												
Life raft												
Magnetic compass												
Five gallons of water												
Signal flares												
First aid kit containing injection needles												
Solar-powered radio												

Leaderless Group Exercise

Purpose:

To provide a situation that enables observers to determine how well individuals communicate in an interacting group.

(A.T. and T. and IBM use this exercise to assess management techniques.)

Materials:

Individual write-ups for candidates for a job (HANDOUT #1)

Typical observers' reports (HANDOUT #2)

Managerial Assessment Factors (HANDOUT #3)

Participants:

The group should include at least one observer for every two participants.

Size of the group -- flexible.

Time:

Read write-ups and outline presentations (15 min.)

Presentations (5-10 minutes each)

Group discussion (30 min.)

Agenda:

1. Individuals read assigned write-up and plan talk recommending their candidate.

2. Individuals present their talks.

3. Within the time limit (30 minutes) the group decides how to rank candidates and select the man for the job.

   During this time, each individual makes every effort to persuade the group to select his candidate.

4. During the discussion, observers form impressions of the dicussants and note the various actions and reactions within the group.

   HANDOUT #3 provides guidelines for this assessment.

5. Observers briefly report (written) their observations.

   HANDOUT #2 suggests substance and style.

HANDOUT #1 FOR

Leaderless Group Exercise

Candidate: Harry Jones

Group Member: Mr. Green

Harry Jones has 16 men reporting to him. He's been a manager for the past four years and has a total of eleven years service with the company. He's 36 years old, married and has one child, a girl age 10. Harry is a Korean War veteran and is active in the local Air Force Reserve Unit as a M/SGT -- Crew Chief. He's the kind of fellow that can keep calm even though the pressure is on. This may be due to his Air Force training. Several weeks ago when his department was behind schedule due to some excess absence, there was a fire at his home. Harry received the call about the fire, quietly told one of his fellows to take over, went to his car, and drove home. He didn't get excited or go to pieces.

Harry is attending college at night, and he is also taking a correspondence course. He's the kind of fellow who is anxious to get ahead. He feels the correspondence course has helped him to get his thinking in order regarding the personnel work he has to do in his department. One of the courses he's taking, Industrial Management, is directly tied in with the work in his department; but the other course, Cost Accounting, is less applicable. Harry, however, wants to learn other phases of plant work and is looking forward to working in some other part of the plant some time in the future.

Harry's department is a complicated one because of the many detailed work operations used in processing the material. There's a lot of paper work involved; and, when you look at the reports Harry prepared, you can see that he is good on detail work. Each item is explained in full. There is a problem on these reports though. Harry seems to make the same mistake each week on the spoilage report. It's not an intentional thing. The other day the Accounting Department had to again check this error. It involved the classification of material shown on the scrap report. Harry said it was his error and that he'd take care of it. He'll admit his mistakes.

One thing about him, when he comes into the department in the morning or after lunch, he starts work immediately. There's no fooling around, talking, or visiting. He feels that if his department is not started on time, it can very easily hold up operations in other departments. Harry is aware of this and knows how his job fits into the over-all plant setup.

Harry is an even-tempered man. He had a fellow in his unit who thought he should have had the manager's job when Harry was appointed. When Harry came on the job, this fellow started to needle him, tantalize him, and tried to upset him. It was like a one man "hate campaign." Harry handled this situation well. He didn't blow up, and he well could have. This fellow even tried to get Harry's "goat" by criticizing the way he dressed. This didn't work because Harry dresses for the job, and all the fellows in the department knew that.

Several months ago there was a rearrangement of equipment scheduled in this department. It involved some new equipment that had to be used in connection with the present equipment. There were a few months of planning by the engineers and production men, and the job was set to change over. Several weeks prior to the change over, the installation group came down to the department and explained the rearrangement to Harry. As they proceeded through the step-by-step procedure, Harry had to point out several things that had been overlooked. These things amounted to several pitfalls in processing material. If a certain phase of processing broke down, it would result in a tie up. This would not have happened under the old set up, and it had been overlooked by the engineers. The other things were of a lesser nature but important enough that the job had to be redesigned to meet the problems Harry recognized. While redesigning the job, the engineers had to consult with Harry several times because the project manager was away, and Harry didn't hesitate to make the decisions.

HANDOUT #1 FOR

Leaderless Group Exercise

Candidate: Tom Morris

Group Member: Mr. Brown

Tom Morris is married and has a family consisting of a son 8 years old and a daughter 4 years old. Tom is 35 years old and is a veteran of the Korean War. He has been with the company for 10 years and has been a first-line manager for the past 4 years. For the past 2 years he has been taking night courses in industrial relations. He is also very active in his fraternal lodge.

Tom is always the one who will pitch in on his own and keep the group working together towards a common goal. Right after Tom was assigned to his department, there seemed to be a lot of bickering in the ranks. The fellows were not working as a team. One group would blame the other group for not moving the work along fast enough. There were also complaints about poor quality, and people within the group were picking on each other. Tom knew he had what was considered an experienced group as far as know-how was concerned. He observed the situation, then talked with several people in the group who appeared to be the chief complainers. They blamed everyone but themselves for the poor work; it was always the other fellow's fault. The department itself was barely getting by, but this situation had to be relieved. Tom decided to get the group together and talk it out. First, he asked the group for their understanding of what the department was to accomplish and how they felt about the results the department was getting. Next, he asked the fellows what they wanted from him to help them accomplish their objectives and improve the department's performance. Before the meeting was over the fellows were telling Tom that all they needed was to work together as a team and not buck one another. Tom, in a quiet, easy way, got them to see that they were, as a group, not pulling together. The group went to work, and it wasn't long before they were improving results and were proud of it too.

During a recent change over to a new product, when the different departments were having trouble coordinating dates and work schedule arrangements, Tom was able to use his various experiences in all phases of the plant and production control assignments, to work out an efficient schedule for the change over activities. He was able to explain to the various departments how their particular job was coordinated with all of the other departments involved, and in such a way they became more sensitive to each other's problems. The change over was a success, and this was largely due to Tom's influence in getting the departments to work together with a common understanding and objective.

During this period, Tom was always available for help and continued to keep his own department responsibilities under control and well supervised as he had done in the past.

Tom's work is of exceptional quality, and he requires very little supervision by his own manager to see that things are done. Notwithstanding his own self-reliance, he is always considerate of his manager to see that he is informed of what his plans are and how he intends to carry them out. This he does by clear, concise, and well explained reports, both written and oral, that he constantly passes on to his manager. He sometimes will overestimate the actual needs on a job and call for additional men to supplement his men. This he does in his haste and desire to get the job done, and often this extra help was not actually required.

The only time he has been off the job was to attend a funeral due to a death in the family. His fine attendance record can be attributed to his apparent good health and cheerful disposition. He is always prompt and ready for work before starting.

Tom's fellow managers often kid him about his personal appearance which is always neat, clean shaven, and in excellent taste in spite of the fast moving, well planned pace he sets for himself. He accepts this ribbing in stride and is well liked and accepted by his associates.

HANDOUT #2 FOR

Leaderless Group Exercise

EXAMPLES OF OBSERVERS' REPORTS

To assist you in the evaluation of participants in the Leaderless Group Exercise and to indicate the type of report which has been developed in the past, the following typical reports are presented.

Observation of Mr. Green

Mr. Green makes a positive, forceful presentation with good logic. He could have done a better job of defining what was needed and then showing his man could satisfy those needs. He was very honest, almost to a fault. The more he talked, the more his man's minor fault got out of perspective. Mr. Green appeared to have self-confidence and confidence in his man. He was active in trying to steer the group toward a consensus and was generally listened to when he spoke.

Mr. Green stayed calm during the exercise. He could have done a better job of pushing his man, he was almost too objective at times, sacrificing his own man to secure agreement. Kept hammering at "objective measurements" without relating them to his man. In general, even though his man finished last, Green did a reasonably good job.

Observation of Mr. Brown

He bargained with them for time by continuing his questions and asked for a vote just as time had about run out. His man received the highest vote of acceptance. At this point, group members realized he had outwitted them and asked for another immediate vote. The final vote reflected a change, but Mr. Brown had achieved his objective and this was quite obvious to all.

In summary, Mr. Brown is a soft-spoken, personable young man who is quite perceptive and able to influence others using a "soft sell" technique. He clearly played a major role in this exercise and was quite calm at all times as well as effective in controlling the group and achieving his goal.

HANDOUT #3 FOR

Leaderless Group Exercise

MANAGERIAL ASSESSMENT FACTORS

1. Aggressiveness
   Inclination to assert oneself so as to be an active part of a group effort rather than remain passive to the requirements of the task for situation. Tendency to push forward one's own interests or ideas, despite opposition.

2. Persuasive or Selling Ability
   Ability to convince others of one's point of view. The logical presentation of this point of view in order to convince others.

3. Oral Communications
   The ability to speak with clarity, good choice of words, and poise. The presentation should be interesting, articulate and easy to understand. Good vocabulary, grammar, syntax and semantics are all important.

4. Planning and Organizing
   The ability to organize work activities. The ability to make an orderly approach to tasks. Use of guidelines in the approach to problems. Proper emphasis upon organizational structure.

5. Self-Confidence
   Positive belief in one's self which is positive yet realistic. Control of emotions. Need of approval by peers, subordinates, and superiors is not excessive.

6. Resistance to Stress
   Ability to stand up in the face of unusual pressure. Ability to resist the effects of uncertain or unstructured conditions or performance. Tendency not to be disturbed by opposing views.

7. Written Communications
   Ability to express self in writing, Clarity of expression, organization of material, grammar, sentence structure, semantics, vocabulary are all important.

8. Energy Level
   Ability to sustain a high level of work activity on a continuous basis. Physical endurance. Vigor. Does not tire easily.

9. Decision Making
   Ability to make decisions quickly and accurately. Decisions are based on a careful and balanced consideration of all available facts.

10. Interpersonal Contact
    Sensitivity to the feelings of others. Makes a good personal first impression on others. Has political savvy, likeability, and empathy.

11. Administrative Ability
    Accurate and reliable record keeping. Ability to properly delegate. Thoroughness. Attention to detail.

12. Risk Taking
    Venturesome as opposed to cautious in approach to problems. Willingness to take a chance if the potential gain is great.

13. Learning Ability
    The ability to deal with ideas at an abstract level, to acquire knowledge and critical judgment readily, to profit from experience. The ability to analyze situations in a practical way, to see the broad implications of a problem, as well as those that are obscure but important.

Inclusion-Exclusion Exercises

Purpose:

To illustrate how partial or total exclusion from a group's activity affects a member of the group.

Materials:

None

Participants:

All

Time:

Varies

Agenda:

1. Send one member out of the meeting room to wait in the hall until recalled.

2. Select 4 members of the group to discuss some pressing organizational problem.
Instruct the discussants to sit and behave in such a way that they prevent the "outsider" from participating and actively reject any ideas he may manage to present.

3. Privately instruct the "outsider" that he role-plays an uninvited member who accidentally learned about the meeting, wanted to help the group solve the problem, and came to the meeting late. Stress that he must make every effort to help the group make a sound decision -- particularly since he knows that his thinking and suggestions will be valid.

4. Invite the "outsider" to return and ask him to join the group.

5. Break the discussion when the participants become too vehement.

6. Get reactions to the process -- particularly from the "outsider" about his reactions to being ostracized.

Alternate version

Agenda:

1. The group discusses ways to exclude and include the "outsider" in a given activity.

2. The "outsider" joins the group who, for 10 minutes, prevent him from participating and then, for 10 minutes, involve him in their activity.

3. The group discusses its reactions during and to the exercise.

Alternate version

Agenda:

1. Except for one individual, members form a tightly knit group (by holding hands, locking arms, standing shoulder to shoulder) and try to prevent the "loner" from penetrating the circle or block they have formed.

2. Each member of the group attempts the loner's role and uses his own technique to break the barrier and enter the circle.

3. After each individual has attempted to break through, the group discusses:

   a. The successful members:
      His strategy
      His feelings about this strategy
      The group's individual reactions to this technique

   b. The unsuccessful members:
      His strategy
      His feelings about this approach
      The group's individual reactions to this approach

(1.a.)

Sharing Perceptions of the Group

Purpose:

1. To help group members share how they see the group.

2. To help group members become aware of how and why people see group phenomena differently.

Materials:

Newsprint and marking pens.

Participants:

All

Time:

45-60 minutes.

Agenda:

1. Ask members to share impressions of the group in the following manner. Each member of the group, without talking to the other members, draws his present impressions of the group on the newsprint. Members may want to include impressions about individual relationships in the drawing.

2. Then, as a group, discuss the drawings. Potential questions:

   a. What do the drawings say about the group?

   b. What kind of group is it?

   c. What do the drawings say about the person who drew them?

   d. What similarities and differences are there among the drawings?

   e. Why are there differences?

f. Do the drawings in any way indicate the leaders or influential members of the group and their relationship to the other members?

g. How might a drawing suggest this information if the present sketch does not do so?

3. Have members revise their sketches to give a clearer picture of how they see the relationship of group members and leaders.

4. Have group discuss these drawings:

   a. How do they differ from the first?

   b. What differences are there in the ways individuals see the membership and leadership in the group? Why?

   c. Do these differences suggest future changes in the group?

(1.a.)

Agree-Disagree Laboratory Project

Purpose:

1. Secure involvement of members of a training group.

2. Begin the feedback process.

3. Encourage participants to analyze personal behavior -- their own as well as that of others.

4. Introduce some of the issues and topics involved in the study of group process.

5. Illustrate the distinction between task and process.

6. Discover some of the factors that help or hinder participation in groups.

Materials:

1. Agree-Disagree Statements (HANDOUT #1)

2. Observation and Reflection Sheets (HANDOUT #2)

Participants:

All

Time:

60-90 minutes.

Agenda:

1. Distribute the lists of Agree-Disagree Statements and have each participant indicate his responses. (This should be completed in 2-3 minutes.)

2. Organize participants into small groups. Ask each group to discuss the statements and to reach a unanimous decision as a group. (This may take 20-25 minutes or more.)

3. Have a "recorder" from each group report the group decision on each statement...agree, disagree; agree-with-change, disagree-with-change. Tabulate these responses in columns on the board.

4. Participants may wish to discuss some of the items, particularly when group decisions vary so widely from group to group. Do not prolong this discussion more than 5 minutes or so nor take a "position" on a given statement.

5. Distribute the Observation and Reflection Sheets. Point out that the groups have just been working on the task. Ask them to turn from the "task" (this may not be easy!) to a consideration of process -- how they worked together while performing the task.

6. Ask participants to answer these questions as honestly as possible and to consider only the discussion their groups held about the Agree-Disagree Statements. They should not think about other discussions or about discussion in general. Be sure all have time to consider the last two questions.

7. Each group may want to informally discuss the concerns raised on the second sheet. They should be encouraged not to return to the items on the first sheet. This informal discussion need not last more than 5 minutes.

8. Discuss some of the appropriate process issues with all of the participants assembled together. For example, a great many factors that help or hinder a group as it seeks to work together may be listed on the board.

HANDOUT #1 FOR

Agree-Disagree Laboratory Project

Agree-Disagree Statements on Groups

Read each statement once. Indicate whether you agree (A) or disagree (D) with each statement. Take two or three minutes to do this.

Then in small groups try to agree or disagree unanimously with each statement as a group. Try especially to find reasons for differences of opinion. If your group cannot reach agreement or disagreement, you may change the wording in any statement to promote unanimity. Be ready (in fifteen minutes) to have your group recorder report your group decisions and any word changes to the rest of the group.

Mark as follows: "A" if you agree, "D" if you disagree.

_____1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.

_____2. In a group with a strong leader, an individual is able to achieve greater personal security than in a leaderless group.

_____3. There are often occasions when an individual who is a part of a working group should do what he thinks is right regardless of what the group has decided to do.

_____4. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

_____5. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

_____6. When the leader is doing his best, one should not openly criticize or find fault with his conduct.

_____7. Much time is wasted in talk, when everybody in the group has to be considered before making decisions.

_____8. Almost any job that can be done by a committee can be done better by having one individual responsible for the job.

_____9. By the time the average person has reached maturity it is almost impossible for him to increase his skill in group participation.

HANDOUT #2 FOR

Agree-Disagree Laboratory Project

Observation and Reflection Sheet

1. How easy did you feel it was for you and for most others to participate in the discussion?

YOU	MOST OTHERS
___very easy	___very easy
___somewhat easy	___somewhat easy
___somewhat difficult	___somewhat difficult
___very difficult	___very difficult

   a. What factors or events made it easier for persons to participate?

   b. What factors or events made it more difficult for persons to participate?

2. To what degree do you feel that you and the others were able to express your real feelings on the topics being discussed?

YOU	OTHERS
___completely	___completely
___somewhat	___somewhat
___slightly	___slightly
___not at all	___not at all

   a. What factors encouraged the expression of real feelings?

   b. What factors discouraged the expression of real feelings?

3. What kinds of communication problems did you observe in the group?

4. How did the group handle minority opinions?

5. What adjectives do you feel that other persons in the group would use to describe you on the basis of your participation in the discussion?

Paired Interview (Check on Group Process)

<u>Purpose</u>:

To provide the group with a periodic means of looking at its process.

<u>Materials</u>:

None are necessary, but a list of process questions may be provided.

<u>Participants</u>:

All

<u>Time</u>:

5-10 minutes.

<u>Agenda</u>:

1. Have participants pair off for 5 to 10 minutes to discuss the group and their performance in the group. If process questions are given out, sample questions might be:

   a. Where is the group now?

   b. What is happening in the group?

   c. Is the group generally moving ahead, being helpful -- or is it not being helpful, avoiding the task?

   d. How do you see each person performing in the group?

   e. How can the other person's performance in the group be improved?

   f. What could you do to improve the performance of the group.

2. After the 5-10 minute interviews, bring pairs together to discuss the findings with the entire group.

Exercise in Listening

Purpose:

To develop skill in listening in order to effectively process and respond to others' oral communication.

(To effectively communicate, one must develop good listening habits that are neither innate nor instinctive in the human animal.)

Materials:

None

Participants:

All

Time:

Varies

Agenda:

1. As the group discusses a topic of their choice, each member must re-state the essence of the previous speaker's message before he expresses his own idea, opinion, comment, etc. ONLY IF the "previous" speaker accepts the re-stated version or until the re-stated version satisfies him may the member proceed.

2. The group discusses the process involved in this listening experience.

(1.b.)

Training Laboratory Experience

Purpose:

To inform participants about NTL training programs that they might attend to increase their self-understanding, their interpersonal effectiveness, their confidence, and their ability to work in group situations.

Materials:

NEWS AND REPORTS
NTL Institute, Vol. 2 No. 5, November 1968

Application for NTL INSTITUTE 1969 LABORATORIES

VOL. 2, NO. 5 NOVEMBER 1968

FOUR WINTER-SPRING COMMUNITY LEADERSHIP LABORATORIES HIGHLIGHT TRAINING PROGRAM EXPANSION

For nine consecutive summers, community workers have come to Bethel for the two-week Community Leadership Laboratories. Since 1962 summer Community Laboratories have also been held at Cedar City, Utah. Professionals and volunteers in a wide range of public and private agencies have found the training an important route to more effective work with individuals and community groups.

To bring the values of laboratory training closer to the scene of community action, NTL Institute's Center for Community Affairs is adding four one-week laboratories in four regions of the country during winter and spring 1969. The places and dates are: Easton, Maryland (February 2-8); Battle Creek, Michigan (March 9-15); Phoenix, Arizona (April 20-26); and San Francisco, California (May 18-24).

All four programs will focus on the sensitivities and skills required for effective action in today's troubled communities. Participation by minority-group professionals in both staff and trainee roles will be especially emphasized. Work on practical issues such as conflict management, collaborative action, and citizen participation will be featured. (For fees and application form, see inside pages. For further information, contact Robert Luke, Jr., Center for Community Affairs, NTL Institute.)

The four community programs are part of continued expansion of NTL Institute training beyond the summer months and to new areas and occupations. The 1969 schedule, shown on the following pages, lists 65 programs. Some highlights are:

A Laboratory for International Development Assistance

A new summer laboratory will focus on the human side of exchanging economic, technological, and social aid between countries. Participants will have the opportunity to work toward greater clarity about what is humanly possible and desirable, and greater competence for carrying through development assistance tasks. Emphasis will be on understandings and skills related to: the human aspect of intervention choices, conflict in social change, culture shock and "the silent language," personal and social values in giving aid, and evaluation of assistance efforts.

The laboratory is especially for those in public or private organizations with broad aid programs; those extending special services in areas such as population, education, emergency relief, and religion; or those multinational businesses concerned about business roles in the development of other countries. (See inside pages or write R. K. Ready, Center for International Development, NTL Institute.)

Northwest Training Laboratories

The recently organized National Training Laboratories of the Northwest, in collaboration with NTL Institute, will offer two one-week training laboratories, the first at Priest Lake, Idaho, April 13-20, and the second at Spokane, Washington, July 27-August 3. The spring program will emphasize personal and interpersonal relationships and the summer program will focus on group processes. (See inside pages for details.)

Other additions to the 1969 schedule are a Laboratory for New Managers, a fourth summer session at Bethel, and a laboratory for business partners.

Characteristics of NTL Institute Laboratories

All NTL Institute programs are designed and conducted by behavioral scientists who are trained in the Institute's internship or an equivalent program and who meet explicit criteria for selection.

All Institute laboratories offer an integrated residential program of experience-based training. The design generally includes face-to-face discussion groups (traditionally called T Groups), intergroup activities, community exercises, general sessions, and evaluations of the experiences.

NTL Institute programs are not intended as psychotherapy or as a substitute for psychotherapy. They focus on the growth of understanding and capacity in relation to self and others, groups and organizations; but they are not directed to the correction of significant personal deficiencies.

January 12-18 Laboratory for Organizational Effectiveness—North Key Largo, Florida

January 12-18 Key Executive Conference—Miami, Florida

January 12-21 Management Work Conference—Harriman, New York

January 16-22 Presidents Alumni Conference—Palm Beach, Florida

January 19-25 Conference on Conflict Management (advanced)—Sarasota, Florida

January 26-February 1 Presidents Conference on Human Behavior—Palm Beach, Florida

February 2-8 Community Leadership Laboratory—Easton, Maryland

February 2-8 Presidents Conference on Human Behavior—North Key Largo, Florida

February 27-March 8 Midwest Human Relations Laboratory—Zion, Illinois

March 9-15 Key Executive Conference—Carefree, Arizona

March 9-15 Community Leadership Laboratory—Battle Creek, Michigan

March 14-18 Partnership Laboratory (advanced)—Carlsbad, California

March 16-23 Management Work Conference—Hershey, Pennsylvania

April 13-19 Laboratory for Personal and Organizational Development—Carefree, Arizona

April 13-19 Key Executive Conference—Miami, Florida

April 13-20 Northwest Laboratory in Interpersonal Relationships—Priest Lake, Idaho

April 20-26 Community Leadership Laboratory—Phoenix, Arizona

April 20-26 Presidents Conference on Human Behavior—Palm Beach, Florida

April 20-26 Midwest Human Relations Laboratory—College Corner, Ohio

May 9-15 Midwest Laboratory for Executive Development—Lake Ozark, Missouri

May 11-17 Key Executive Conference—Savannah, Georgia

May 18-24 Community Leadership Laboratory—San Francisco, California

June 1-7 Midwest Key Executive Laboratory—Aspen, Colorado

June 6-14 Midwest Human Relations Laboratory—Columbia, Missouri

June 9-19 Midwest Human Relations Laboratory—St. Louis, Missouri

June 10-August 8 NTL Institute for Applied Behavioral Science Intern Program—Bethel, Maine

June 15-23 Midwest Human Relations Laboratory—Columbia, Missouri

June 15-27 Laboratory for New Managers—Park City, Utah

June 15-27 Human Relations Laboratory—Bethel, Maine and Plymouth, New Hampshire

June 15-27 Laboratory in Consultation Skills—Plymouth, New Hampshire

June 15-27 Higher Education Laboratory—Bethel, Maine

June 20-July 6 Laboratory in Change, Development, and Conflict—St. Louis, Missouri

June 20-July 6 Laboratory in Consultation Skills—St. Louis, Missouri

Each program description below is followed by the dates and fees for that program. Where a total fee is given, it includes tuition, registration and activities fees, and room and board. To request additional information and application form use the coupon on Page 3. Readers are invited to suggest the names of colleagues and friends who should be informed of NTL Institute programs.

BASIC HUMAN RELATIONS LABORATORIES...

Human Relations Laboratories

This is NTL Institute's basic laboratory for persons who want to increase their self-understanding, their interpersonal effectiveness, their confidence and ability to work in group situations—as consultant, leader, administrator, or colleague. (June 15-27, July 6-18, July 13-25, July 27-August 8, August 3-15, August 11-22; total fees—Bethel, $485; Lake Arrowhead, $505; Cedar City, $450)

Midwest Human Relations Laboratories

Each of three laboratories will emphasize an area within the broad range of human relations training goals. The February and October laboratories will focus on group dynamics; the April laboratory will emphasize intergroup relations; and the June and November laboratories will highlight individual growth. (February 27-March 8, tuition—$280, living expenses—$180-$215; April 20-26, total fees—$335; June 6-14, total fees—$365; June 9-19, total fees—$425; June 15-23, total fees—$365; October 4-11, tuition—$250, living expenses—$130-$160; November 6-14, tuition—$265, living expenses—$160-$175)

Northwest Laboratory in Interpersonal Relationships

Personal and interpersonal learnings constitute the special focus of this laboratory for those primarily interested in realizing their individual potential and developing more effective and satisfying interpersonal relations. (April 13-20; for information, contact Robert Burke, School of Business, Gonzaga University, Spokane, Washington)

Northwest Laboratory in Group Process

The particular focus of this laboratory is on such dimensions of group life as decision making, group structures (communication, authority, status), standards and norms, and group problem solving. (July 27-August 3; for information, contact Lee Norton, director—summer session, Gonzaga University, Spokane, Washington)

FOR EXECUTIVES OF INDUSTRIAL AND SOCIAL ORGANIZATIONS...

Presidents Conference on Human Behavior

These conferences provide the chief executive of a large organization opportunities to explore the human dilemmas of corporate life and to improve his effectiveness as he works with his immediate management team. Enrollment is restricted to presidents, board members, and group vice presidents of major industrial organizations. Participation is by invitation only. For information, contact Leland P. Bradford, NTL Institute. (January 26-February 1, February 2-8, April 20-26, November 2-8; total fee—$1,500)

Presidents Alumni Conference

The alumni program for presidents is designed especially for renewing past learning and providing additional opportunities to explore problems of organizational change and development and to build management effectiveness. (January 16-22; total fee—$1,500)

Management Work Conference

Management Work Conferences have served nearly 3,000 middle managers with line and staff responsibilities. They are designed to develop the personal, interpersonal, small-group, intergroup, and organizational competencies required for effective management. Accommodations permitting, up to six applicants will be accepted from one organization in any of the sessions. (January 12-24, March 16-28, August 10-22; tuition—$900; living expenses—approximately $300)

NE 29-JULY 25 Program for Specialists in Organization Training and Development—Bethel, Maine

NE 29-JULY 25 Program for Community Change Specialists—Bethel, Maine

NE 29-JULY 25 Program for Educational Training Consultants—Bethel, Maine

LY 6-18 Advanced Human Relations Laboratory—Brighton, Utah

LY 6-18 Advanced Human Relations Laboratory—Bethel, Maine

LY 6-18 Laboratory for Educational Leaders—Bethel, Maine

LY 6-18 Community Leadership Laboratory—Bethel, Maine

LY 6-18 Human Relations Laboratory—Plymouth, New Hampshire

LY 6-18 Laboratory in Consultation Skills—Plymouth, New Hampshire

LY 13-25 Human Relations Laboratory—Lake Arrowhead, California

LY 13-25 Advanced Human Relations Laboratory—Lake Arrowhead, California

LY 13-25 Laboratory for Educational Leaders—Lake Arrowhead, California

LY 13-AUGUST 8 Program for Specialists in Organization Training and Development—St. Louis, Missouri

LY 27-AUGUST 3 Northwest Laboratory in Group Processes—Spokane, Washington

LY 27-AUGUST 8 Human Relations Laboratory—Bethel, Maine and Plymouth, New Hampshire

LY 27-AUGUST 8 Advanced Human Relations Laboratory—Bethel, Maine

JULY 27-AUGUST 8 Laboratory in Conflict Management (advanced)—Bethel, Maine

JULY 27-AUGUST 8 Laboratory for International Development Assistance—Bethel, Maine

JULY 27-AUGUST 8 Laboratory in Consultation Skills—Plymouth, New Hampshire

AUGUST 3-15 Human Relations Laboratory—Cedar City, Utah

AUGUST 3-15 Laboratory for Educational Leaders—Cedar City, Utah

AUGUST 3-15 Higher Education Laboratory—Cedar City, Utah

AUGUST 3-15 Community Leadership Laboratory—Cedar City, Utah

AUGUST 10-22 Management Work Conference—Rockland, Maine

AUGUST 11-22 Human Relations Laboratory—Bethel, Maine

SEPTEMBER 2-8 Key Executive Conference—Bethel, Maine

SEPTEMBER 14-20 Secretaries Conference—Bethel, Maine

OCTOBER 4-11 Midwest Human Relations Laboratory—Vail, Colorado

NOVEMBER 2-8 Presidents Conference on Human Behavior (location to be announced)

NOVEMBER 6-14 Midwest Human Relations Laboratory—Dellroy, Ohio

NOVEMBER 7-13 Midwest Laboratory for Executive Development (location to be announced)

NOVEMBER 16-22 Key Executive Conference—Miami, Fla.

Key Executive Conferences

For presidents, vice presidents, or general managers, these conferences focus on communication, conflict management, and teamwork, as well as on individual executive growth. Participation by two or more members from the same organization is encouraged insofar as limited registration permits. (January 12-18, March 9-15, April 13-19, May 11-17, June 1-7, September 2-8, November 16-22; tuition—$500; living expenses—Bethel, approximately $200; Miami, Carefree, Savannah, and Aspen, approximately $300)

A single, comprehensive brochure describing all summer programs will be sent to each person on the NTL Institute mailing list. To request additional copies of that brochure or information on any program, use this coupon.

To: NTL Institute, 1201 - 16th St., N.W., Washington, D. C. 20036

Please send brochure describing the following programs: (please print)

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Midwest Laboratories for Executive Development

Designed for individuals in policy-level positions, with major responsibility for organizational leadership, this program combines two one-week phases of laboratory training with a six-month interphase for application of training. Phase I emphasizes self-understanding, interpersonal and group effectiveness, and a beginning of organizational process analysis. The Interphase allows for organizational application of laboratory experience. Training Phase II focuses on more complex problems of intergroup effectiveness and organizational processes. Registration preference will be given to teams of two or more persons from the same organization. (Both training phases, May 9-15, November 7-13; tuition—$600; living expenses—$350-$500 for both phases; write MGHR-NTL, 2 W. 40th Street, Kansas City, Missouri)

Conference on Conflict Management (advanced)

This conference is offered for former participants in a Key Executive Conference, a Management Work Conference, or a Midwest Laboratory for Executive Development. The program will focus on the dynamics of conflict situations and effective ways of coping constructively with conflict. (January 19-25; tuition—$500; living expenses—$250-$300)

Laboratory for Organizational Effectiveness

This laboratory will focus entirely on the knowledge, attitudes, and skills required to design and manage an effective organization and to bring about organizational change. Participants will design, operate, and evaluate their own organization. (January 12-18; tuition—$500; living expenses—$250-$300)

Laboratory for Personal and Organizational Development

At this conference, each participant will analyze his organization and his organizational role, learn about new organization models, examine his behavior in different organization situations, and then develop, in consultation with the staff and other participants, a specific program for his own and his

organization's improvement. (April 13-19; tuition—$500; living expenses—$250-$300)

Laboratory for New Managers

Focusing on the special needs of those who have recently moved into a managerial or executive position, the program will consider basic management principles, interpersonal relationships, group dynamics, and organizational behavior. (June 15-27; tuition—$500; living expenses—$250-$300; for information, contact W. Warner Burke, NTL Institute)

Partnership Laboratory

For present or prospective business partners, this laboratory provides experiences focused on the specialized issues of trust, communication, and resource utilization in a partnership. (March 14-18; tuition—$225 per partner; living expenses—approximately $250 per person)

FOR LEADERS IN INTERNATIONAL AID...

Laboratory for International Development Assistance

For members of nonprofit organizations and foundations, national and international government agencies, and multinational business involved in social and economic aid. The laboratory will focus on issues and skills in development planning, program implementation, training for international work, institution building and renewal, and evaluating assistance. (July 27-August 8; total fee—$485)

FOR SECRETARIES...

Secretaries Conference

This conference aims to aid secretaries of executives in improving their understanding of themselves and others; of their relationships at work; and of group behavior, intergroup relations, and organizational dynamics. This program is open to secretaries in all fields—industrial, educational, community, and so on. (September 14-20; total fee—$400)

FOR COMMUNITY LEADERS...

Community Leadership Laboratories

For volunteers and professionals interested in leadership training for community action programs—on the needs of youth, urban renewal, poverty, physical and mental health, and community development, among others. Where possible, participants come as teams so that follow-up activities can profit from continuing teamwork. (February 2-8, March 9-15, April 20-26, May 18-24; tuition—$225; living expenses—appx. $16 a day. July 6-18, August 3-15; total fee, Bethel—$485, Cedar City—$450)

FOR EDUCATORS...

Laboratories for Educational Leaders

For school administrators, supervisors, and teachers concerned with human problems of change in the classroom, the school, the school system, and the community, and especially with problems of staff growth and development through in-service training. (July 6-18, July 13-25, August 3-15; total fee, Bethel—$485, Cedar City—$450, Lake Arrowhead—$505)

FOR COLLEGE STUDENTS AND STAFF...

Higher Education Laboratories

A unique opportunity for teams of students, faculty, and administrators to explore the human forces affecting the learning culture in the college community, in order to improve both college teaching and student leadership in campus and classroom activities. (June 15-27, August 3-15; total fee—undergraduates, $325; graduate students, faculty, and administrative staff—$435; Cedar City—$450)

FOR ALUMNI OF PREVIOUS PROGRAMS...

Advanced Human Relations Laboratories

Formerly called "Laboratories in Personal Growth," these programs explore intrapersonal, interpersonal, and group dynamics through innovative training activities. Body movement, graphics, and dramatic improvisation are among the modes of communication sometimes used. (July 6-18, July 13-25, July 27-August 8; tuition—$375; living expenses, Bethel—$160; Lake Arrowhead—$180; Brighton—appx. $150-$180)

Conflict Management Laboratories

The Conflict Management Laboratories are focused on understanding and coping with the dynamic forces of conflict in community, education, and industry. The St. Louis laboratory will emphasize change and conflict in the urban setting. June 20-July 6, July 27-August 8; Bethel, tuition—$375; living expenses—$160; for details of St. L[illegible] contact MGHR-NTL, 2 W. 40th Street, Kansas City, Missouri)

Laboratories in Consultation Skills

In these laboratories participants will work on such aspects of the consultation process as building a climate [illegible] data gathering and analysis, ways of giving [illegible] and ethics of change in the two-person helping relationship, staff and team development, and organizational change. (June 15-27, June 20-July 6, July 6-18, July 27-August 8, [illegible]; tuition—$375; living expenses—$160; for details of St. Louis program, contact MGHR-NTL, 2 W. 40th Street, Kansas City, Missouri)

CHANGE AGENT TRAINING...

Three advanced programs for change specialists, offering a core of theory and experience in team development, organization development, and problem-solving skills, and specialized training in each area.

Program for Specialists in Organization Training and Development

For those responsible for development and training programs within an industrial or social organization. (June 29-July 25, July 13-August 8; for details, contact W. Warner Burke, NTL Institute)

Program for Community Change Specialists

For those in community change activities who are planning and implementing training and change programs within agencies or with citizen groups. (June 29-July 25; for details, contact H. Curtis Mial, NTL Institute)

Program for Educational Training Consultants

For those with training and change responsibilities with educational systems, professional associations, and educational research and development organization. (June 29-July 25; for details, contact Dorothy Mial, NTL Institute)

INTERN PROGRAMS...

Professional development programs for those with advanced graduate training in behavioral science who are already active in training or consultation. (For information, contact Samuel Culbert, NTL Institute)

NTL INSTITUTE news and reports, a bulletin for NTL's Professional Members, Affiliates, alumni, and friends, is published five times a year. Readers are invited to submit items for publication and names of others who may wish to receive this newsletter.

NEWS AND REPORTS
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APPLICATION FOR NTL INSTITUTE 1969 LABORATORIES

Enroll me in: ______________________________
(Name of laboratory) (please print) (date)

Location of laboratory: ______________________________

Mr.
Miss ______________________________ Age______ Sex______
Mrs.

Title or position Name of organization

____

Organization telephone, address, zip code

____

Residence telephone, address, zip code

Will you be officially representing your organization? ____ ____ Will you be a
(yes) (no)

member of a team? ____ ____ If so, give names of other team members:
(yes) (no)

____

____

Tell briefly what you hope to learn at the laboratory. Mention any recent laboratory experience, giving the name(s) of your trainer(s). Use the back of this sheet if needed.

I enclose $100 advance deposit payable (in U.S. currency) to NTL Institute. I understand that (1) the balance of the fee is due upon notice of acceptance, (2) that all fees are refundable up to two weeks prior to the opening of the laboratory, (3) that a $50 administrative charge will be made for late withdrawal or transfer to another program, and (4) that the deadline for application is one month before the start of a laboratory, after which all applicants will be accepted on a waiting list basis.

______________________________ ______________________________
(Date) (Signature)

MAIL THIS FORM AND ADDRESS ALL INQUIRIES TO:

Mrs. Louise Gregoor, Admissions Secretary
NTL Institute for Applied Behavioral Science
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Telephone: (202) 223-9400, Ext. 341

Helping Pairs

Purpose:

To provide participants experience in the helping relationship and process.

Materials:

HANDOUT "Helping Relationships and Feedback"

Participants:

All

Time:

30 to 60 minutes period scheduled -- if possible -- for a number of sessions.

Agenda:

1. Randomly divide the group in pairs.

2. One partner will function as a "helper" during half the allocated time and then -- for the remaining time become the "receiver". By reversing roles, each individual experiences both relationships.

<u>HANDOUT FOR</u>

<u>Helping Pairs</u>

NTL
Bethel, Maine
Summer, 1964

Helping Relationships and Feedback

The attempt to influence (and therefore change) the individual being helped is common to the helping process. It is expected that the direction of the change in the receiver of help will be constructive and useful to him (develop new skills, bolster his self-confidence, etc.)

<u>Characteristics of the Helping Relationship</u>:

1. It is dynamic -- (active, movement oriented, change oriented) -- relationships are characterized by verbal and non-verbal interaction.

2. Both the <u>helping person</u> and the <u>person being helped</u> have needs (biological and psychological), feelings, and a set of values.

3. Both are trying to satisfy needs in the relationship.

4. Both the helper and the person being helped have perceptions of themselves, of each other, and of the entire situation (expectancies, roles, standards, etc.)

5. The relationship between the two individuals becomes an important element in the helping situation as soon as the interaction begins. The interaction takes place in relation to some need or problem which may be

   a. external to the two individuals;

   b. interwoven with the relationship of the two individuals;

   c. rooted in the relationship of the individuals.

6. Both the helper and helpee have needs, values, feelings and perceptions of them as well as perception of the situation (including problem and helper or helpee respectively) which cause both to have certain objectives in the interaction which takes place.

7. It is the receiver of help who controls the question of whether in the final analysis change takes place.

8. Both the helper and the person being helped are learning in the interaction situation.

Why it is Difficult to Receive Help:

1. It is hard to admit difficulties even to ourselves let alone to another individual.

   ---Can we trust the other person?

   ---Do we fear what the other person thinks of us?

2. Either we're independent and find it difficult to depend on someone, or we are dependent and try to use this in the helping relationship.

3. We may be looking for sympathy and support rather than for help in seeing our difficulty more clearly.

4. We ourselves may have to change.

5. When the helper tries to point out ways that we're contributing to the problem we may stop listening or quarrel with his analysis.

6. Solving a problem might mean uncovering some sides of ourselves which we have avoided or wished to avoid thinking about.

7. We may feel that our problem is so unique no one could ever understand it and certainly not an outsider.

Why it is Difficult to Give Help:

1. Because giving advice makes us feel competent and important we often do so without checking to see if our advice is appropriate to the person who we are trying to help.

2. When a person becomes defensive we may try to agree or pressure him and cause an argument rather than a give and take of ideas.

3. The relationship can be confused if the helper over-praises the person being helped when the person being helped must see his own role and his own limitations.

Characteristics of a Fruitful Helping:

Situation

1. Mutual trust.

2. Recognition by each that the helping situation is a joint exploration.

3. Listening (the helper listening more than the individual being helped).

4. Behavior by the helper which is calculated to make it easier for the individual receiving help to talk.

5. Recognition of the conflict issues and inadequacies as well as the strengths and success experiences.

Feedback

1. Definition: Feedback is a way of helping another person to consider changing his behavier. It is communication to a person (or a group) which gives that person information about how he affects others. Feedback helps keep a person keep his behavior on target to better achieve his goals just as a guided missile system has a feedback system to keep him on course.

2. Some criteria for useful feedback:

   a. It is descriptive rather than evaluative. The individual is free to use it or not as chooses. Less "evaluation" means less need for the receiver to act defensively.

   b. It is specific rather than general -- it is better to be specific when pointing out behavior than to wait for several examples to have passed and then present the generalization to the receiver.

   c. It takes into account the needs of both the receiver and giver of feedback. It should consider the needs of the person on the receiving end otherwise it can be destructive.

   d. It is directed toward behavior which the receiver can do something about -- if a person is reminded of some shortcoming overwhich he has little control, his frustration level is increased.

e. It is solicited rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of questions which those observing him can answer.

f. It is well-timed. In general, feedback is most useful after observation has been done (depending on variables like, support available from others, the person's readiness to hear it, etc.).

g. It is checked by the helper to insure clear communication; one way might be to ask the receiver to rephrase the feedback.

h. When feedback is given in a group, both giver and receiver have the opportunity to check with others in the group on the accuracy of the feedback.

Collective Bargaining Game

Purpose:

To provide a simulated experience in attempting to resolve a seemingly unsolvable problem in "labor relations" and to develop the participants' ability to function in a highly controversial situation.

Materials:

HANDOUT #1 "Simulated Situation"

HANDOUT #2 Directions for Simulated Roles

Participants:

Minimum of three up to any number divisible by three.

Time:

30-45 minutes.

Agenda:

1. Present the simulated situation to the group.
2. Form triads by having the group count off in 3's and assign role 1 (Green) to the 1's, role 2 (Frazier) to the 2's and role 3 (arbitrator) to the 3's.
3. Each trio tries to come to a mutually acceptable decision and submits its solution to the problem in written form. (20 min.)
4. The group discusses their respective "bargaining sessions":
   a. How did each adversary feel about the other's ability to communicate his point of view?
   b. How did each arbitrator react to his function in the confrontation?

HANDOUT #1 FOR

Collective Bargaining Game

"Simulated Situation"

Mr. Green is president of the Well-Run Oil Company, Philadelphia, Pennsylvania.

He presently employs:

Office workers	250
Truck drivers	85
Salesmen	50
Office managers	40

Rev. Frazier (a negro) is the leader of the black-power movement in Philadelphia and the metropolitan area. He wants to discuss and press the matter of hiring negro personnel:

Office workers	40
Truck drivers	5
Salesmen	15
Office managers	10

Rev. Frazier states that -- unless these demands are met -- the Negro community will boycott Mr. Green's company.

HANDOUT #2 FOR

Collective Bargaining Game

"Directions for Simulated Roles"

Mr. Green:

Agree to employ no more than the following negro workers:

Office workers	10
Truck drivers	5
Salesmen	5
Office manager	3

Rev. Frazier:

Try to get an agreement on hiring at least:

Office workers	25
Truck drivers	5
Salesmen	10
Office managers	8

Arbitrator:

Try to effect a settlement and prevent a boycott.

NOTE: Each of the above directions should be given only to the person playing the specific role during the bargaining session.

(1.b.)

The Focused Interview

Purpose:

To enable participants to practice their techniques and to acquire new methods for focusing an interview on the subject's specific experience.

Materials:

HANDOUT #1 summary of "The Focused Interview"

HANDOUT #2 "conclusions" -- "Directive vs Non-Directive...."

Participants:

All

Time:

Approximately three hours.

Agenda:

1. Distribute HANDOUTS for participants to read.

2. Convene the group to collectively view a TV program, listen to a radio program, look at a picture or share some other kind of experience.

3. Divide the group into pairs who will interview each other about the experience the group has shared.

4. Each participant writes up his interview or -- if recorders are available -- he may play back the tape.

HANDOUT #1 FOR

"The Focused Interview"

Merton, Fiske, Kendall

Summary

HOW THE FOCUSED INTERVIEW DIFFERS FROM OTHER TYPES OF INTERVIEW

1. Situation -- Persons interviewed are known to have been involved in a particular situation, i.e., read a pamphlet, article, book, be part of riot or a protest, etc.

2. Content or Situational Analysis -- The hypothetically significant elements, patterns and processes have been provisionally analyzed by the social scientist.

3. Interview Guide -- The social scientist develops an interview guide after he has arrived at a set of hypotheses concerning the consequences or aspects of the situation for those involved in it.

4. Definition of the Situation -- The interview is focused on the subjective experiences of persons exposed to the pre-analyzed situation to ascertain their definition of the situation.

CRITERIA OF THE EFFECTIVE FOCUSED INTERVIEW

1. Range -- The interview should enable interviewees to maximize the reported range of evocative elements and patterns in the original situation as well as the range of responses.

   a. Definitions:

      Range -- Refers to extent of relevant interview data.

      Adequacy of Range -- (a) gauged by degree to which details exemplify types of responses anticipated on basis of prior analysis of stimulus situation.

      (b) suggest interrelations between responses.

      (c) identify anticipated responses.

<u>Gauging Range</u> -- Though the interview guide provides for a range of anticipated responses, it does not provide the cues to identify the occurence of unanticipated responses for which interviewer should be alterted.

b. <u>Fallacies of Seeking Range</u>

<u>Fallacy of Arresting the Reports</u>

Interviewer sometimes adheres so closely to interview guide as to discourage comments concerning topies not expressly mentioned in guide. This results in neglect of unanticipated responses.

<u>Fallacy of Forcing Topics</u>

Misuse of interview guide: intruding questions or topics prior to evidence that interviewee is in fact concerned with matter to which questions refer.

<u>Fallacy of Adhering to Fixed Questions</u>

If excessively oriented toward interview guide, interviewer may overlook unanticipated implications of an interviewee's remarks. May introduce questions from guide which are largely irrelevant to implications of interviewee's comments.

<u>Fallacy of Rapid Shifts</u>

Range not to be confused with superficiality. No topic introduced without sustained effort to explore it in some detail.

2. <u>Specificity</u> -- The interview should elicit highly specific reports of the aspects of the original situation to which interviewees have responded.

   a. <u>Research Functions of Specificity</u> -- Focused interview inquires into specific meaning of significant details to identify effective stimuli patterns. Specificity refers to the integrated conscious self.

   b. <u>Processes of Specification</u> -- Specification requires subject (1) to designate significant aspects of stimulus situation and (2) to link particular responses to these.

c. Procedures

(1) Specification of situation after response

(a) Seek specification of salient aspects of stimulus situation best elicited after general response to gross part of situation has been reported.

(b) This is advisable for two reasons:

--reverse sequence increases the likelihood that remembered and reported aspects of the situation are not those which initially evoked response.

--reports of response often include some account of evocative situation, thus enabling interviewee to link response to situation from outset.

(2) Explicit references to stimulus situation -- Direct references to stimulus situation curb interviewee's tendency to express generalized attitudes and opinions.

d. Selected Problems in Facilitating Specificity of Report -- The following are types of interview situations which require "specifying" questions and procedures for dealing with these:

(1) Interviewee indicates response to part of stimulus situation -- When only gross situation is indicated, interviewer asked for further details about evocative aspects of that situation (e.g., "What brought that out particularly?")

(2) Progressive specification -- Progressive specification facilitated (a) by including references to interviewee's previously reported response in specifying question and (b) by graphic re-presentation.

(3) Connecting responses unlinked to situation -- Reported responses often unlinked to stimulus situation. Use of specifying questions to establish linkage. Effectiveness of questions referring explicity to interviewee's response or interpretation.

(a) <u>Guiding reference to the situation</u> -- Expression of general opinions by interviewee. Probing their relation to stimulus situation (e.g., "Was there anything in the film that gave you that impression?")

(b) <u>Substantive questions, with allusion to the situation</u> -- Further elaboration of situation-related responses aided by incidental allusions to stimulus situation.

(c) <u>Implied allusion to stimulus</u> -- Interviewee's relating to response to situation can be maintained by periodic implied allusion to situation.

3. <u>Depth</u> -- Depth refers to self-revelatory reports of how the stimulus situation was experienced. The interview should help to describe the affective, cognitive, and evaluative meanings of the situation and the degree of their involvement in it.

a. <u>Functions of Depth Interview</u> -- Depth responses enable the interviewer to determine:

(1) degree of detachment or personal involvement in experience.

(2) how peripheral or salient the character of responses is.

b. <u>Procedures</u>

(1) <u>Flexibility of interview situation</u> -- Flexible interviews encourage orientation to stimulus situation, rather than to interviewer, thus facilitating depth and curbing sterotyped reports.

(2) <u>Retrospective focus</u> -- Focus on past experience, through reinstatement of stimulus situation promotes elaboration of reported responses.

(3) <u>Focus on feelings</u> -- Questions explicitly referring to effective aspects (e.g., "How did you feel when...?") encourage reports of depth responses.

(4) <u>Restatement of implied or expressed feelings</u> -- Occasional restatements of implied or expressed feelings prove effective by (a) inviting progressive elaboration of response and (b) establishing common ground for mutual understanding. When interviewee indicates that he is not yet ready to admit these feelings, restatements can be extensive (in group interview) or projective (in individual interview).

(5) Comparative situations -- Suggested comparisons between stimulus situation and significant experiences subjects are known or can be presumed to have had often aid verbalization of affect.

4. Personal Context -- The interview should bring out the attributes and prior experience of interviewees which in turn give the situation distinctive meanings.

a. Types of Context

(1) Idiosyncratic, occurring with little frequency.

(2) Role context (generally common among persons occupying particular social status).

b. Relevance of Personal Contexts -- For the interviewer to know the personal context is essential for him to understand unanticipated responses.

c. Procedures

(1) Controlled projection -- Working assumption that responses attributed to others by interviewee are projections of own responses. Interviewer gradually shifts questions to level of personal reference.

(2) Identification -- Focus on aspects of stimulus situation with which interviewee has identified himself encourages detailed reporting of personal contexts. Bases of identification may be mentioned spontaneously by interviewee, or may be suggested by interviewer if he has reason to infer that identification has occurred.

(3) Paralleling of Experience -- Request for parallel experiences in the life of interviewees (e.g., "Can you give me an example of that from your own experience?") Often aids reporting of personal contexts. Directive technique becomes most appropriate toward close of interview when identification and controlled projection no longer elicit personal contexts.

5. Summary -- The criteria presented in the areas of range, specificity, depth and personal context are interrelated -- they only different dimensions of the same concrete body of interview material.

AN ARRAY OF STANDARDIZED PROCEDURES

1. Non-Direction

   a. One reason for using interviews rather than questionnaires is to uncover a diversity of relevant responses even if they were not anticipated by the inquirer.

   b. It aims at collaboration which encourages the interviewee to continue his self-exploration of an experience until some measure of clarity is attained.

   c. By being in a non-directive situation, the interviewee has an opportunity to express himself about matters of central significance to him rather than those presumed to be important by the interviewer.

   d. It allows his responses to be placed in their proper context rather than forced into a framework which the interviewer considers important.

   e. It ordinarily leads the interviewee to be more articulate and expressive than in the directed interview.

   f. The fact that a specific situation was used will almost automatically operate to define the limits of relevance.

   g. The goal of the focused interview is to get a maximum of pertinent data through non-directive procedures.

2. Procedure

   a. Unstructured Question (stimulus and response free) -- This type of inquiry leads the interviewee, rather than the interviewer, to indicate the foci of attention. i.e., What impressed you most in this film?

   b. Semistructured Question

      Type A -- Response structured stimulus free. i.e., What did you learn from this pamphlet which you hadn't known before (he is free to refer to any item in the pamphlet)?

      Type B -- Stimulus structured response free. i.e., How did you feel about the part describing Joe's discharge from the Army as a psychoneurotic? (he is confined to one section of the document but is free to indicate the nature of his response)?

c. Structured Question (stimulus and response structured) -- i.e., As you listened to that particular speech, did you feel it was propagandistic or informative? (The items for comment are singled out and the interviewer suggests an order of response which he assumed was experienced. This leads to an oral questionnaire rather than a free interview.)

d. Transitional Questions

(1) Interviewee transitions

(a) Interviewee seeking to move from irrelevant topic.

(b) Seeking escape from highly emotionalized area or one on which he is not yet ready to comment.

(c) Shifting to a new area which is of central significance to him.

(d) Shifting to new topic after having exhausted his report on the preceding one.

(2) Interviewer transitions -- Interviewer transitions are cued or aimed at returning to a point mentioned earlier.

e. Mutation Questions -- Toward close of interview important topics may still remain to be covered. Explicit reference to those required when unstructured and transitional questions prove ineffective.

f. Merton, Fiske and Kendall suggest the following pattern:

(1) Unstructured question is at its peak when used at the beginning of the interview.

(2) In some instances, it might be necessary to employ more control at later stages of the interview if the criteria of specificity, range, depth and personal context are to be satisfied.

(a) Moderate rather than full direction is fruitful.

(b) Questions should be partially rather than fully structured.

3. Retrospection - The Reporting of Circumstantial Detail -- Even though the results of all interviews should be reported fully, the focused interview situation makes the type of reporting easier.

   a. The interviewer already knows the experience and can begin by exploring the significant aspects of that experience.

   b. Because the interviewer knows the objective parts of the experience, he can give cues to help the interviewee to recall his responses to the objective parts.

   c. Expediting detail through retrospection

      (1) Were a person to report from unassisted memory, his report would probably be thinned out at some points and elaborated in others; to counteract such tendencies toward distortion and toward less germane data in the course of recall, reinstatement of the original situation under review is helpful.

      (2) Reinstatement requires the interviewee to:

         (a) Recall the stimulus situation to which he was exposed.

         (b) Recall his reactions to it.

      (3) The difference between mere introspection and retrospection as the term is used here, is the difference between an individual's present responses to the situation and his recollection of his responses at the time it was experienced.

HANDOUT #2 FOR

"The Focused Interview"

Stanley E. Jones

Stanley E. Jones. "Directivity vs Non-Directivity: Implications of the Examination of Witnesses in Law for the Fact-Finding Interview", Journal of Communication. March, 1969, p. 64-75.

Conclusions

The author's method in this study has been to compare journal articles and books written by lawyers with interview textbooks from other fields. Basic to this approach is the assumption that the experience of lawyers in the courtroom is relevant to the development of a general explanation of the fact-finding interview. To argue, as some authors have, that the courtroom situation is atypical is to beg the question of why stated principles apply to one set of circumstances and not another. There are some distinctive features of the courtroom situation, as there are in any interview occurring in a particular occupational setting, but these features do not make the examination of witnesses a unique phenomenon.

The conclusions of this comparative analysis of legal and non-legal sources may be summarized in the following series of general propositions and specific subordinate hypotheses about the fact-finding interview:

(1) The non-directive method does not necessarily create more trust in the interviewer than the directive method.

Hypothesis:

(1a) The amount of trust a respondent feels toward his interviewer is determined more by the interviewer's initial behavior than by the degree of directivity he employs throughout the interview.

(2) Level of rapport is not directly related to effective fact-finding.

Hypothesis:

(2a) The degree of liking felt by the respondent for the interviewer is curvilinearly related to the accuracy

of the information obtained. Up to a point, an increase in positive affect will be associated with an increase in the candidness of the respondent's replies. Beyond that point, the more the respondent likes the interviewer, the more he will be inclined to say what he believes the interviewer would like to hear.

(3) Problem types of respondents can be accurately identified and appropriately handled.

Hypotheses:

(3a) The frequency of certain verbal and nonverbal acts is associated with corresponding intentions on the part of interview respondents. For example, involuntary movements of the mouth may be related to lying.

(3b) Raters can make better than chance judgements of intentions of interviewees by examining verbal and nonverbal cues.

(3c) The ability to judge intentions will increase with practice, especially when valid feedback is given following trials.

(3d) Knowledge on the part of the interviewer of the intentions of the respondent will increase his ability to probe for factual data and to estimate the validity of testimony.

(4) The validity of data gathered in an interview will be enhanced by combining methods in a nondirective to directive sequence.

Hypothesis:

(4a) An interview sequence beginning with open-ended questions and ending with specific questions (open-specific) will be less biasing than the inverse sequence (specific-open) or a straight directive sequence (specific-specific), and will be more comprehensive than a completely nondirective sequence (open-open).

(5) Directivity is especially appropriate to the discovery of objective facts, whereas nondirectivity is more applicable to obtaining subjective information.

Hypotheses:

(5a) Degree of directivity (judged from interviewer comments alone) will be positively correlated with success in interviewing (judged from interviewee responses alone) when the purpose of the interview and the criterion for judgement is the discovery of objective facts.

(5b) Directivity will be negatively correlated with success when the purpose of the interview and the criterion for judgement is the uncovering of feelings.

The discovery and investigation of generalizations such as those above seems essential to the development of interviewing theory. The alternative to seeking a parsimonious explanation of interview phenomenon is to study and teach the minutia of interview in education, law, business, and a multitude of other fields, and, interview, the orientation interview, the appraisal interview, the follow-up appraisal interview, and the exit interview. A study of the interactional processes inherent in the nature of the interview will be more productive.

Marathon Behavior Practice Group

Purpose:

To give the participants an opportunity to increase their self-understanding and interpersonal effectiveness in a short period of time.

Materials:

Rooms to hold groups of 8-12 comfortably for the period of time designated -- Initiate in a circular pattern.

Participants:

All people participating in program.

Time:

To be determined -- Possibly 20 to 40 hours.

Agenda:

To be decided upon based on the characteristics of the particular group to be worked with.

Leader might follow suggestions presented in "Leaders in Perception and Communications' Groups" (See B.2. HANDOUT, pages 23-26).

(1.c.)

Paired Interviews -- Introductory

Purpose:

1. To introduce individual members to the group.

2. To encourage involvement of group members.

Materials:

None

Participants:

All

Time:

Interview Time -- 10 minutes.
Time needed for presentations depends upon the size of the group.

Agenda:

1. Have participants pair up for a 10-min. session.

2. Each person is to interview the other for 5 minutes to gather information which will enable him to introduce the other person to the group.

3. After the interviews have been completed, ask each person to introduce the person he interviewed.

Alternatives:

1. An alternative would be to have some people introduce themselves and others introduce those they have interviewed. A comparison could be made between the kinds of things people say about themselves and the kinds of things that are said about people who are interviewed.

2. Have participants interview each other in relation to several questions. Examples are listed below.

a. What has been the most significant influence in your life that has brought you to your present position?

b. Why are you in this group?

c. What is the craziest thing that you have done or has happened to you this year?

Returning to total group (no larger than 12) each person must introduce his partner in relation to the questions to the satisfaction of the person he has interviewed. (During the interview period no note-taking is permitted.)

Communication Triad

Purpose:

1. To illustrate the different roles people may assume in problem-solving.

2. To compare the different ways people may operate in these roles.

Materials:

None are necessary, but participants could be given written descriptions of the roles they are to play.

Participants:

All

Time:

45 minutes.

Agenda:

1. Divide participants into groups of three.

2. Describe the three roles they will play or give them written descriptions of these roles (handout) and the time limits.

3. Have the participants repeat this process two more times so that each one has an opportunity to play all three roles.

4. Discuss observations at the conclusion of the experiment. Possible discussion questions are the following:

    a. Was the process helpful?

    b. What did the helper do that was helpful? Not helpful?

    c. What kinds of help did you receive?

    d. How do you feel about your ability as a helper?

    e. What difficulties did you encounter as observer?

HANDOUT FOR

"Communication Triad"

The participants are divided into groups of three in which each will play a different role.

TIME	PARTICIPANTS	ROLE
5 min.	No. 1	Tell a personal or professional problem to the other two.
5 min.	No. 2	Understand and help person 1 attack his problem.
5 min.	No. 3	Observe and report on the communication that took place between the other two people.

This process is repeated two more times to allow the participants to rotate through all three roles. Total time is approximately 45 minutes. Participants may want to discuss their observations at the conclusion of the experiment.

"Helping" and "Hindering" Roles

Purpose:

To enable group members to observe and experience ("feel") the varying effects of helping and hindering roles on group process.

Materials:

HANDOUT "Membership Functions in Problem-Solving Groups -- Role Descriptions".

Participants:

All

Time:

2 hours.

Agenda:

1. Distribute handout.

2. Have members select and play some of the roles.

3. Conduct normal group discussion (1/2 hour).

4. Have members discuss the process (can they identify the roles, how did they feel about it?, etc.).

HANDOUT FOR

"Helping" and "Hindering" Roles

MANAGEMENT DEVELOPMENT PROGRAM

MEMBERSHIP FUNCTIONS IN PROBLEM-SOLVING GROUPS

Role Descriptions

1. Aggressor -- You are active in your participation and frequently engage in "deflating the status of others." You often attack the group or problem it is working on, and are strong in both opinions and approach.

2. Blocker -- You tend to be negativistic and stubbornly resistant, disregarding and opposing without or beyond reason, thus blocking or hindering the progress of the group.

3. Distractor -- You make a display of your lack of involvement in the group's process. This may take the form of horseplay, nonchalance, cynicism, or other forms of distracting behavior.

4. Conciliator -- You are very much concerned with conciliating any differences in the group, thereby maintaining group harmony. You serve as mediator in any disputes and "smooth over" individual differences.

5. Explorer -- You are concerned with bringing in new and different ideas rather than resorting to or relying on older and more conventional means. You try to explore any area fully, trying to bring to light something new or undiscovered.

6. Clarifier -- Your main purpose is to clarify ideas brought forth in discussion, enabling each member to understand the situation fully. In doing so, you try to avoid communication problems.

7. Evaluator-Analyzer -- You tend to evaluate group processes and individual functioning after analyzing the situation. You often tell the group what they have done and analyze the situation, but do not contribute any new ideas to the discussion.

8. Proposer -- You propose new ideas or different ways of regarding a group problem. This may take the form of proposing a new goal, a suggested solution, or a new definition of the problem.

9. Decision-Pusher -- You are concerned with action and arriving at a decision. Your tendency is to push continually hard for a final, decisive solution.

10. Chairman -- You assume this role since you are concerned with organization and orderly discussion. You serve as the focal points for discussion and often throw out questions to encourage active participation.

(1.c.)

Interview Technique Exercise

Purpose:

To practice skills of interviewing, i.e., listening, clarifying, reflecting, etc. in assisting another in the statement of a problem.

Materials:

None

Participants:

To be determined by staff.

Time:

Varies

Agenda:

1. Working in triads with roles assigned as:

   a. interviewer
   b. interviewee
   c. observer

2. Each person will function in these roles for 3 to 5 minute periods. (Task of the interviewer is to assist interviewee in the statement of a problem.)

3. At the end of a 3 to 5 minute period, observer provides feedback to interviewer in relation to the verbal actions (clarifying, reflecting, restating, etc.) and non-verbal ways (apparent interest, listening, mannerisms, etc.) which appear to assist or hinder the person in the statement of his problem.

4. Have interviewer provide feedback to the interviewer in relation to his feelings while being interviewed.

5. Rotate roles until all have been involved in each role.

Role-Playing to Examine and Revise Traditional In-Service Program

<u>Purpose</u>:

To include program participants in actual planning of program. By presenting various alternatives to expressed needs it is possible to assist the program participant in self-assessment without direct leader control and domination.

<u>Materials</u>:

Chalkboard, chalk, newsprint rack, newsprint, pencils, paper, meeting area.

<u>Participants</u>:

All

<u>Time</u>:

Varies -- at least 2 hours.

<u>Agenda</u>:

1. Ask participants to list 3 "gripes" about staff meetings, building meetings, or in-service sessions.

2. Write all "gripes" on board or newsprint.

3. Eliminate redundant items by grouping.

4. Brainstorm ways of overcoming the difficulties stated in the remaining items.

5. Ask each participant to create a "Utopian" in-service program.

6. Examine common areas of concern in "Utopian" program.

7. Create program from the needs expressed in #1 and #2. Use presented alternatives or self-initiated materials.

Tower-Building Exercise

<u>Purpose</u>:

By participating in this exercise, individuals learn about and experience the processes of leadership and inter-relationships that stress generates in a group involved in executing a formidable task or project.

<u>Materials</u>:

See "Leader's Instructions"

HANDOUTS:

#1 "Classical Leadership Styles"
#2 "Instructions for Observers"
#3 "Check List for Evaluation"
#4 "Leadership Behavior Scale"

<u>Participants</u>:

All

<u>Time</u>:

Flexible

<u>Agenda</u>:

1. Briefly discuss "classical styles" of leadership. (HANDOUT #1)

2. Form 4 small groups:

   a. Each group selects a name or symbol which members put on a 3x5 card to use as a name pin.

   b. Each group selects an observer.

3. The observers leave the meeting room and assemble to receive and discuss their instructions (HANDOUT #2) and copies of the evaluation check list (HANDOUT #3).

4. The leader explains the exercise to the rest of the group. (See "Leader's Instructions")

5. The teams construct the towers. (1 hour)

6. Observers then supply team members with the check list (HANDOUT #3) that each will fill out.

7. The total group reconvenes:

    a. Observers report their findings. (Observers' guidelines -- HANDOUT #2 -- might be written on a blackboard or newsprint for reference during these reports.)

    b. The group discusses their evaluations recorded on the check list. (HANDOUT #3).

8. The leader concludes the session by conducting a discussion of "the need for flexibility in a leader's style". (HANDOUT #4)

"Leader's Instructions"

Each team constructs a tower by using the following materials:

2 packages colored (5) construction paper (letter size)
2 boxes paper clips
¼ box rubber bands
1 roll scotch tape
1 roll masking tape
25 paper cups
1 ball of string
1 bottle of glue
2 pairs of scissors
1 stapler and supply of staples
5 sheets of newsprint
2 pads of white paper (letter size)
1 package pipe cleaners
2 rolls crepe paper (different colors)
1 dozen paper plates
1 copy of a newspaper (local or national)
1 old magazine
1 box paper straws

(In procuring these supplies, the leader obviously has to have enough items to supply 4 teams with the materials listed above for each team.)

The leader also needs the items cited in Agenda 2a:

3x5 cards
crayons (1 box per team)
pins

---

1. During the activity, team members may leave their group for a "work break" or "observation tour" of the room IF the team grants permission for them to do so.

2. The activity will be terminated at the end of one hour.

3. The TOWERS will be judged on:

   Strength/Height/Aesthetic Appeal/Ingenuity

4. The "winning team" will be awarded a box of candy.

   (Obviously the leader must be supplied with this!)

HANDOUT #1 FOR

Tower-Building Exercise

"Classical Leadership Styles"

Ralph White and Ronald Lippitt, "Leader Behavior and Member Reaction in Three 'Social Climates'," in Dorwin Cartwright and Alvin Zander (eds.) Group Dynamics. Evanston, Illinois: Row, Peterson & Company, 1953, pp. 585-611.

Three variations in social atmosphere: democratic, authoritarian, and Laissez-faire.

Two phases: I -- same leader with two groups; one run democratically, one authoritarian.
II -- 4 groups of 10 yr. old boys which met after school for hobby activities. 4 leaders, shifted every 6 weeks, changing leadership style each time.

Description of democratic, authoritarian, and Laissez-faire:

Authoritarian	Democratic	Laissez-faire
All determination of policy by the leaders.	All policies a matter of group discussion & decision encouraged & assisted by leader.	Minimum of leader participation.
Techniques & activity steps dictated by the authority, one at a time, so that future steps were always uncertain to a large degree.	General steps to group goal sketched during discussion period. Leader would suggest 2 or more alternative procedures when advice was needed.	Various materials supplied by leader, who made it clear he would supply information when asked. He took no other part in work discussion.
Leader usually dictated the particular work task & work companion of each member.	Members were free to work with whomever they chose, & division of tasks was left up to group.	Complete non-participation of leader.
	(from chart, p. 586)	
Giving orders, (45% of leaders verbal behavior). Disrupting commands -- which cut across an expressed wish or on-going activity of a member of group & substitute for it some wish of leader.	Guiding suggestions. Giving information. Stimulating self-direction (usually of group)	Guiding suggestions. Giving information. Some stimulating of individual activity.

Results of the experiments:

1. In the Laissez-faire groups, less work done and poorer work. More play. Boys preferred their democratic leader when interviewed.

2. In autocratic group, slightly more work done than in democratic group, but work motivation stronger in democratic group (boys continued when leader left the room) and more originality in democratic group.

3. Autocracy can create discontent under the surface: 4 boys dropped out; 19 out of 20 boys preferred their democratic leader.

4. More dependence and less individuality in autocracy.

5. More group-mindedness and more friendliness in democracy: as in more readiness to share group property, more mutual praise, etc.

HANDOUT #2 FOR

Tower-Building Exercise

"Instructions for Observers"

1. Observers do not observe their own team nor do they in any way participate in the activity of the team they are assigned to observe.

2. Observers study the "Check List for Evaluation" (HANDOUT #3) before the activity begins.

3. Observers use the following guide lines to assess and report on the observed team's activity:

   a. How did the group organize for work?

   b. Did one or more persons evolve into a position of leadership?

      Which individual or individuals?
      What style or styles did the "leader" or "leaders" use?

   c. How did the group make decisions?

      What alternatives were collected and tested?
      Did the group arrive at a consensus?
      Did one person "railroad" his ideas through?

   d. Did the group fully utilize its personal resources?

   e. Were there any clear transitions from one style to another?

   f. Did you notice any "power plays" by members of the group?

   g. Other observations?

HANDOUT #3 FOR

Tower-Building Exercise

"Check List for Evaluation"

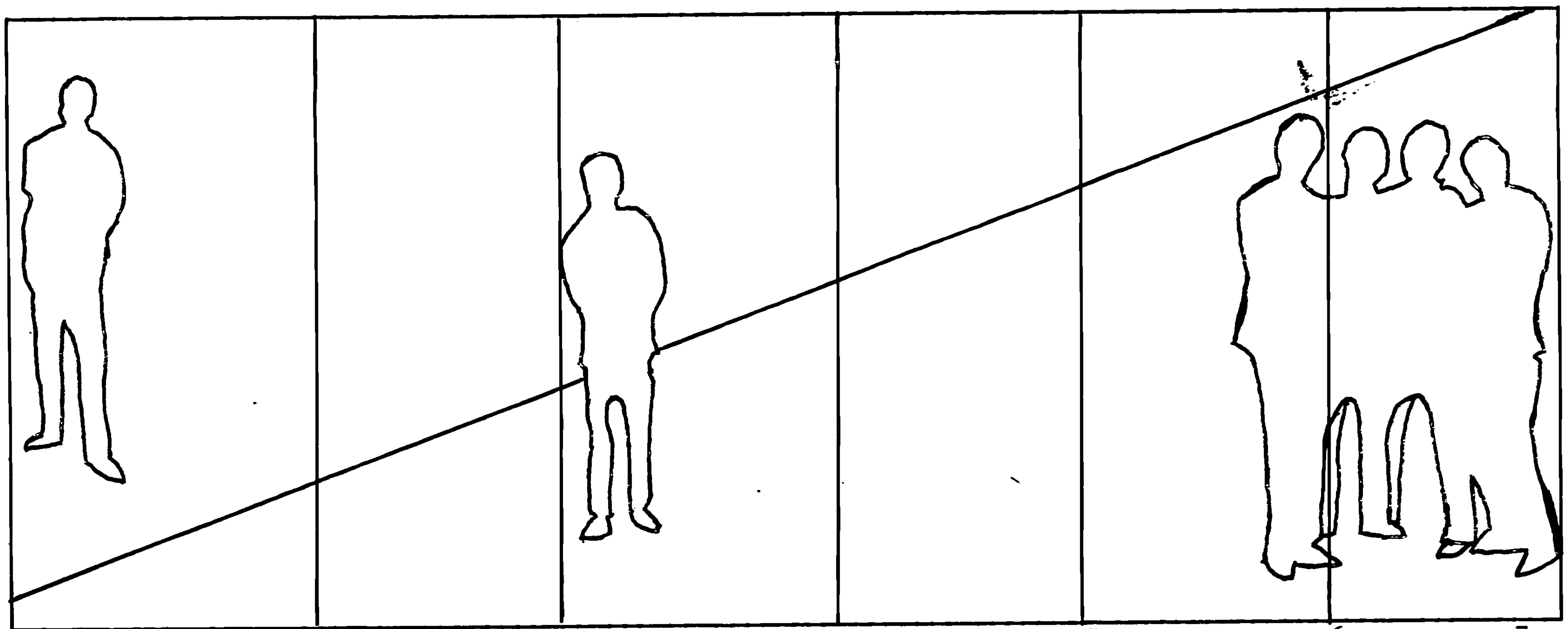
A.	RESPONSIBLE PARTICIPATION was lacking. We served our own needs. We watched from outside the group. We were "grinding our own axes."	1	2	3	4	5	RESPONSIBLE PARTICIPATION was present. We were sensitive to the needs of our group. Everyone was "on the inside" participating.
B.	LEADERSHIP was dominated by one or more persons.	1	2	3	4	5	LEADERSHIP was shared among the members according to their abilities and insights.
C.	COMMUNICATION OF IDEAS was poor, we did not listen. We did not understand. Ideas were ignored.	1	2	3	4	5	COMMUNICATION OF IDEAS was good. We listened and understood one another's ideas. Ideas were vigorously presented and acknowledged.
D.	COMMUNICATION OF FEELINGS was poor. We did not listen and did not understand feelings. No one cared about feelings.	1	2	3	4	5	COMMUNICATION OF FEELINGS was good. We listened and understood and recognized feelings. Feelings were shared and accepted.
E.	AUTHENTICITY was missing. We were wearing masks. We were being phony and acting parts. We were hiding our real selves.	1	2	3	4	5	AUTHENTICITY was present. We were revealing our honest selves. We were engaged in authentic self-revelation.
F.	CLIMATE OF RELATIONSHIP was one of hostility or suspicion or politeness or fear or anxiety or superficiality.	1	2	3	4	5	CLIMATE OR RELATIONSHIP was one of mutual trust in which evidence of love for one another was apparent. The atmosphere was friendly and relaxed.
G.	ACCEPTANCE OF PERSONS was missing. Persons were rejected, ignored or criticized.	1	2	3	4	5	ACCEPTANCE OF PERSONS was an active part of our give-and-take. We "received one another in Christ" recognizing and respecting the uniqueness of each person.

Adapted from Philip Anderson, Church Meetings that Matter (United Church Press).

HANDOUT #4 FOR

Tower-Building Exercise

"Leadership Behavior Scale"



1.	2.	3.	4.	5.	6.	7.
LEADER DECIDES ANNOUNCES DECISION	LEADER DECIDES SELLS DECISION	LEADER PRESENTS IDEAS INVITES QUESTIONS	LEADER PRESENTS TENTATIVE IDEA SUBJECT CHANGE	LEADER PRESENTS PROBLEM ASKS FOR ADVICE AND MAKES DECISION	LEADER DE-FINES BOUN-DARIES GROUP DE-CIDES	GROUP DE-FINES BOUND-ARIES AND DECIDES

Conditions of:
1. Time factor and urgency of decision
2. Emergency
3. Individual knowledge
4. Lack of group skills
5. Expectation of Leader's role
6. Legal responsibility

Conditions of:
1. No time pressure
2. No emergency
3. Group knowledge
4. Group skills
5. Expectation of group role
6. Freedom of responsibility

The Water Glass Activity

Purpose:

By participating in this activity, individuals learn about and experience forms of leadership and its deterrents and facilitators.

Materials:

1. A water glass for each member of a group except its leader and observer.

2. A knife for each member except its leader and observer.

3. A supply of water.

Participants:

All -- in groups of 8 or 9.

Time:

1 hour.

Agenda:

1. Form groups. Each group selects a leader and an observer (if not previously appointed). Supply groups with equipment.

2. Instruct each group to construct a set of water-filled glasses providing a musical scale on which the members can play a tune. Each member may add or pour water from his glass only.

3. When the time limit expires, groups play tunes for each other.

4. Observers report (see purpose) to the entire group.

5. Each group member answers questions (submitted in writing) such as:

   a. Who took leadership for majority of time?

b. Others who shared leadership?

c. List anything that seemed to deter progress.

d. What facilitated progress in the group?

6. Compile and return members' answers.

(2.a)

The Long Lost Orange Peel Exercise

<u>Purpose</u>:

To involve participants in a group activity during which they can observe the process and assess their personal effectiveness as they and others see it.

<u>Materials</u>:

One orange for each group.

<u>Participants</u>:

Groups of 4 participants.

<u>Time</u>:

Preparation -- 10 minutes.
Activity -- 15 minutes.
Examination and discussion of process -- 30 minutes.

<u>Agenda</u>:

1. Each group examines the situation and discusses its task (see HANDOUT).

2. Each group peels its orange.

3. After 15 minutes (timed by the activity leader), each group scores its performance.

4. The entire group examines and discusses the process.

HANDOUT FOR

The Long Lost Orange Peel Exercise

Directions:

1. Your group is to attempt to peel your orange.
2. You will try to peel the orange without breaking the peel into pieces.
3. You will be penalized for each piece of peel over one.
4. Time will be a consideration.

Scoring:

1. Each team starts with "0" points.
2. Add 5 points for each piece of peel over one.
3. Subtract one point for each minute under 15 minutes total taken to peel orange.
4. Group with lowest point total, wins.

Example:

Group peels orange in 12 minutes. They have 4 pieces.

4 pieces	15 points
12 min. (15-12)	-3
	12 points total

Fishbowl -- A Chess Game

Purpose:

To involve participants in an activity that requires a collaborative rather than authoritarian approach to decision-making. In this situation, participants observe communications, other group members, the group as a whole and assess their personal effectiveness as they and others see it.

Materials:

Chess board and chess men (one set for each group of 8).

Participants:

Groups of 8.

Time:

30-60 minutes.

Agenda:

1. Explain "fishbowl" technique.

2. Each group plays a game during which no move can be made without the consensus of all members of the group.

3. After approximately 30 minutes' playing time, discuss the activity. (See purpose.)

Murder

Purpose:

To enable participants to learn about their own behavior in a group involved in a collective activity.

Materials:

Small slips of paper including one labeled "murderer", one "detective" and the rest "survivor".

Directions for the game (HANDOUT).

Participants:

All

Time:

Flexible

Agenda:

1. Distribute "role-slips" to participants and have "detective" identify himself and leave the room.

2. Explain the game (see HANDOUT) and enact the murder.

3. Summon the "detective" and allow him 15 minutes to try to solve the crime by questioning the group including the "survivors" and the "murderer".

HANDOUT FOR

Murder

Directions for enacting the murder:

Extinguish all the lights.

As the players mingle in the darkened room, the murderer strikes by touching a victim and whispering, "you're dead."

The victim screams, falls to the floor or onto a chair or sofa, and someone turns on the lights.

During the detective's questioning, all members of the group -- except the "murderer" -- must tell the truth. He may lie -- but he can be trapped.

Acronyms

Purpose:

To involve participants in a decision-making activity and enable each individual to experience and examine his own, others' and the group's behavior during the process.

Materials:

List of acronyms (HANDOUT).

Participants:

Groups of 4-6.

Time:

Activity -- 10 minutes.
Discussion -- 30 minutes.

Agenda:

1. Explain the activity: each group must unanimously identify each of the agencies or organizations that the acronyms signify.

2. Distribute the list. (HANDOUT)

3. After 10 minutes of activity, terminate the exercise and read the correct answers. (Only #18 is fictitious.)

4. Discuss the decision-making process:

   a. How were decisions made?
   b. How were disagreements resolved?
   c. How did participants feel if or when a member of the group insisted that they accept his answer which later proved incorrect?

ALTERNATIVE

Have some participants work independently and thus (possibly) demonstrate that group work usually is more productive.

HANDOUT FOR

Acronyms

1. AEC
2. FCC
3. CIO
4. TVA
5. USSR
6. ACLU
7. NATO
8. OAS
9. SEC
10. FTC
11. UAR
12. CORE
13. UNESCO
14. NASA
15. SEATO
16. NAACP
17. ASPCA
18. PONTO

Simulation Activities

Purpose:

To acquaint participants with "simulation" techniques and materials available for examining process.

Materials:

HANDOUT #1 Democratic National Convention

HANDOUT #2 Kansas-Nebraska Act

HANDOUT #3 Political Log-Rolling

HANDOUT #4 Inter-Nation
METFAB

HANDOUT #5 Napoli

HANDOUT #1 FOR

Simulation Activities

THE SIMULATED DEMOCRATIC NATIONAL CONVENTION
Eastern Illinois Development and Service Unit

July, 1968

Preliminary Activities

Some preliminary study of the structure and function of political parties will take place in small groups in advance. All students must prepare to participate in the convention, either as delegates or as possible candidates. Delegates will represent 538 votes, apportioned in the same manner as electoral votes. Additional delegates may be authorized from territories, such as Puerto Rico or the Virgin Islands. Consequently, one student might represent 10-12 votes. Delegates may be chosen by caucus, by primary, or by state convention.

In addition to assignment of delegates, the selection of the following convention participants must be made in advance:

National Chairman
Temporary Chairman
Permanent Chariman
Chairman's Secretary
Chairmen of State Delegations
Possible Candidates
Campaign Managers
Committees

The national convention has four major committees: (1) Committee on Permanent Organization (2) Committee on Credentials (3) Committee on Rules and Order of Business (4) Committee on Platform and Resolutions. Each state is entitled to one member on each committee. These committees should be set up in advance so that they can be ready to make a report at the second convention session.

SIMULATION: NATIONAL POLITICAL CONVENTION

To be effective as a teaching strategy, simulation must meet at least two requirements: (1) It must be contemporary in emphasis and focus. (2) It must present a situation that is relevant to the lives of the students. Certainly it would be difficult to find events of this summer which will more directly affect the lives of our students than the nominating conventions for the two political parties. News media will give every interested American a ring-side seat. Party politics, an informal segment of our political structure, has evolved through custom and tradition to play a vital role in our democratic process. Despite the circus atmosphere that sometimes pervades the political convention, it can be as exciting as a football game and extremely fascinating to one who understands this aspect of government and becomes individually involved in it.

Ordinarily the political convention of the party in power is a rather cut and dried affair. Events of the past few months, beginning with the President's announcement that he would not be a candidate, indicate that this year's situation will be distinctly different. For this reason we have chosen to simulate the Democratic convention.

The simulation we have planned is a somewhat condensed version; we might even call it a "mini-convention". However, we hope it will be authentic in spirit, in principle, and in basic process. We hope, too, that each of you as a student or as a workshop participant, will become deeply involved in making this a life-like situation. Whatever role you assume, play it as if you are really there. Only by doing so can you determine the potential of educational simulation.

SUGGESTED RULES FOR PROCEDURE AND CONDUCT

1. When a visiting guest is introduced to begin his speech, everyone applauds.

2. Every delegate controls a certain number of votes; therefore, every delegate is important. Voting without thought or without essential information sabotages the efforts of others who are interested nad conscientious. Be informed! Be alert!

3. We are selecting a nominee for President of the United States. Susie co-ed and John Q. Popularity are not the candidates. McCarthy, Humphrey, and others are. The nominee should be selected on the basis of his background and experience, his stand on important issues, his personal appeal, and his ability to convince others.

4. Posters and maneuvering during convention time are encouraged. Emphasis should be placed on ingenuity, and expensive materials should not be used.

5. Official delegates will be seated in the convention area. Guests must sit in gallery sections. Delegates must carry convention credentials at all times.

6. All discussion during convention sessions will be controlled by the chairman. Delegates should address the chairman as Mr. (or Madam) Chairman. The chair should refer to himself in the third person; i.e. The chair rules...The chair recognizes the chairman of the Ohio delegation.

7. All nominating and seconding speeches must be scheduled through the chairman's secretary, who will be sitting at the table to the right of the podium. Nominating speeches cannot be longer than 5 minutes, seconding speeches can be no longer than 2 minutes. There will be only one nominating speech and two seconding speeches per candidate. Nominating speeches will be made on alphabetical roll call of states.

8. Demonstrations for candidates must be scheduled by the campaign manager with the chairman's secretary. A demonstration may follow each nomination; it must be limited to 5 minutes in length. The chairman may cut off a demonstration at any time he deems necessary.

9. The chairman of the state delegation announces the vote for his entire delegation.

10. The nominee must have a majority of all delegate votes cast.

SUGGESTED ORDER OF BUSINESS

First General Session

Official call for convention

Star Spangled Banner

Pledge of Allegiance

Invocation

Appointment of Temporary Chairman

Keynote address

Appointment of Four Main Committees

Second General Session

Committee reports

Nomination of candidates by roll call

Balloting by roll call

Third General Session

Nomination of Vice-President

Special tributes, etc. (i.e. eulogy for Robert Kennedy)

Acceptance Speech

CONVENTION RESPONSIBILITIES OF OFFICERS AND COMMITTEES

National Chairman

The national chairman of the party in power is selected unofficially by the President. He has been serving for at least a year preceding the national convention. At the first convention session he appoints the temporary chairman. Later in this session the national chairman will announce committee appointments.

Temporary Chairman

After his appointment at the first general session, the temporary chairman will preside over the remainder of that session. He is responsible for giving the keynote address. This is traditionally a stirring address in which the speaker does four things: (1) assails the record of the opposition party (2) eulogizes his own party (3) pleads for harmony within the party (4) predicts victory. The temporary chairman will preside over the beginning of the second session.

Permanent Chairman

From the time of his appointment at the beginning of the second general session, the permanent chairman presides over the convention sessions.

Committee on Permanent Organization

This committee is responsible for nominating a permanent chairman and any other permanent officers the convention may require.

Committee on Credentials

Frequently more than one group of delegates will appear from a state. The committee on credentials must decide which group shall be seated.

Committee on Rules and Order of Business

This committee recommends the adoption of the rules of the preceding national convention and the House of Representatives so far as they are applicable. It also recommends the order of business.

Committee on Platforms and Resolutions

The party platform is a statement of the program and principles for which the party stands. It tells what the party plans to do if it wins the Presidency. Separate items in the platform are referred to as "planks". Party leaders have been working on a preliminary draft for months before the convention opens. It is the responsibility of the committee to hear differences of opinion on the

issues raised and come up with a statement that will be acceptable to all. Because there is often a wide division of interests and opinion, platform statements are usually general, often non-committal.

Usually, the report of the committee is accepted without debate. Occasionally, however, debate breaks out on the convention floor. On a few occasions groups which refused to accept platform statements have left the convention and "bolted" the party.

HANDOUT #2 FOR

Simulation Activities

The Kansas-Nebraska Act

This game is part of a United States History Simulation Series. The period in history is 1854, with popular sovereignty a congressional issue. Students become involved in the ideas and debate the issues which pave the way for the Civil War. Time of game is two to three days.

One teacher's guide.

Material for thirty students.

Level - Junior High or High School.

HANDOUT #3 FOR

Simulation Activities

Political Log-Rolling

The game was originally conceived and developed in the University of Illinois Social Studies Project.

In the game, students assume the roles of various citizens in a local community. Issues are presented on which each citizen is given a position. The student attempts to use his influence to convince others to vote on the issue in the manner he will vote.

Basic to the game are the concepts of compromise and political influence.

The teacher should assume the role of a non-active observer who takes notes on the activities of various individuals.

HANDOUT #4 FOR

Simulation Activities

INTER-NATION SIMULATION

This kit is marketed by SRA for high school and college age students. It is a very complicated game and would be suitable for advanced students only at senior high level. Inter-Nation Simulation differs from role-playing situations such as mock Congresses and UNs and such, because participants must operate within programmed restraints.

METFAB

This is a simulation developed by the National Geography Project at Boulder, Colorado. The activity utilizes role-playing of officials of a manufacturing concern. The problem assigned to the group is to recommend a location for a large manufacturing concern. Five students are used in each group, but any number of groups might be in operation.

HANDOUT #5 FOR

Simulation Activities

NAPOLI

NAPOLI (NAtional POLItics) is a simulation in which participants serve as members of a legislature, representing regions. NAPOLI combines aspects of both houses of the U.S. Congress, illustrating the legislative process and the exact procedure of either house.

The goal of each participant is to be re-elected at the end of the simulation. To this end he works for the passage or defeat of eleven bills before the House. Each participant experiences conflicts between his party, his constituency, and his personal views as he appraises the legislation. He is also subject to pressures from other members of the legislature through speeches, negotiation, and "log-rolling".

This simulation can be used effectively with sutdents at junior high level. It lends itself to modifications and elaborations as students or teachers see fit to initiate them.

(2.c.)

The Geography Game

Purpose:

To involve a number of individuals in performing a collaborative task that requires them to interact and function as a group.

Materials:

None

Participants:

All

Time:

One to 1½ hours.

Agenda:

1. Form groups.

2. Explain purpose and rules of the game (See HANDOUT).

3. "Play" the game.

HANDOUT FOR

Geography Game

Directions for leaders:

1. Introduce the activity with the following kind of comment:

   I am thinking of a specific location. In order to test a group's problem-solving ability, members ask questions that lead to identification of the site I have in mind. A group could solve the problem by asking only 8 questions -- even fewer if posed in the right combination. An average group takes about 20 minutes to pinpoint the answer; a good group, 17 minutes.

2. Explain the rules:

   a. All questions will be answered only by a "yes" or a "no". If neither reply is appropriate, the unanswered question still will count as an asked question.

   b. In order to "win", a group may ask no more than ten questions and must identify the site in 25 minutes or less.

   c. By scoring the least number of points (1 point for each posed question plus the number of minutes required to obtain the right answer) a group wins the game. In case of a tie, groups share a prize awarded to winning teams.

   d. If no group or groups win, the correct answer will not be divulged!

NOTE:

To prevent groups overhearing others and assuming that they are working on the same problem, use a different problem for each group.

Emphasize that the number of questions asked as well as the time consumed determines the final score and thus a group that finishes sooner may not necessarily be the ultimate winner.

The Numbers Game

Purpose:

To involve a number of individuals in performing a collaborative task that requires them to interact and function as a group.

Materials:

Pencils and paper for participants.

Newsprint showing illustrative figure of the problem (See HANDOUT).

Participants:

All

Time:

Flexible

Agenda:

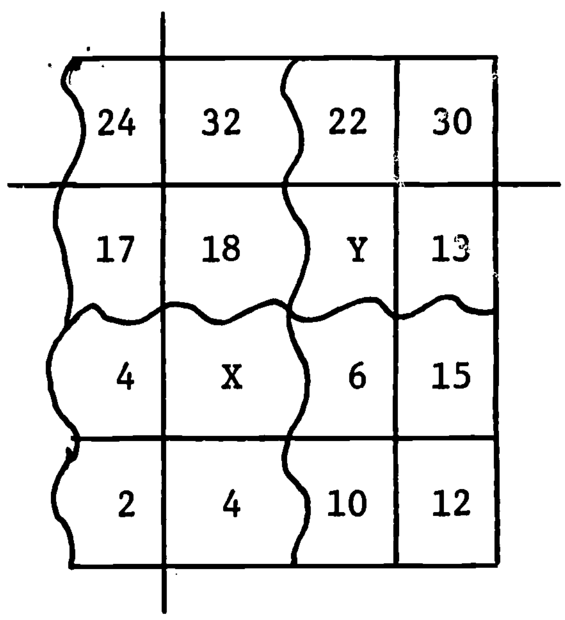
1. Form one or more groups.
2. Explain the purpose and rules of the game (See HANDOUT).
3. "Play" the game.

HANDOUT FOR

The Numbers Game

Directions for leaders:

1. Briefly introduce the activity by explaining its purpose as testing a group's ability to collaboratively solve the problem: determine the numerical value of x and y in the figure shown on the newsprint.



2. Explain the rules:

   a. Only when a group agrees on a question to be asked and the wording of the question can it be posed to a leader. He, in turn, will respond only if the answer can appropriately be a "yes" or "no".

   b. The group may ask the leader only 10 questions and may take no more than 20 minutes to solve the problem.

   c. By scoring the least number of points (1 point for each question plus the number of minutes required to solve the problem), a group wins the game. If only one group is participating, scoring, of course, is irrelevant.

   d. If a group fails to correctly solve the problem, the solution will not be given. If competing groups are involved, only the successful team (or teams) will be told the answer.

3. Solution: x=14; y=16

4. <u>Analysis</u>:

a. Diagonal axis from lower left to upper right:

$$X + Y = 30$$

From upper right to lower left:

$$Y - X = 2$$

b. First Clue: Diagonal axis from lower right to upper left,

$$6 + 18 = 24$$
$$18 - 6 = 12$$

c. Second Clue: Vertical column two:

$$X + 18 = 32$$
$$18 - X = 4$$

Vertical column three:

$$6 + Y = 22$$
$$Y - 6 = 10$$

The extended and wavy lines simply provide frustration factors.

States Exercise

Purpose:

To demonstrate the relative productivity of individual and group effort.

Materials:

Pencils

Exercise sheets (HANDOUT #1)

Participants:

All

Time:

Flexible

Agenda:

1. Evenly divide the group:

   One section to work in groups of 4-8 members. Remaining participants to work independently.

2. Explain the exercise and distribute the exercise sheets. (One sheet for each group; one sheet for each participant working independently.)

3. "Clock" the activity. (10 minutes)

4. Compare the results.

   (In most situations, the group (or groups) will be more productive than the independent workers.)

Alternate exercise:

Use the "Famous Sayings" exercise. (HANDOUT #2)

HANDOUT #1 FOR

States Exercise

S T T E S U H C A S S A M T R S M Z A O R U

N M S A K C I K L F B V R S Y A V E M A A W

A N O Z I R A I N I G R I V T S E W I D N Y

A I N R O F I L A C U A Z X Y S R G N I A K

N O T G N I H S A W L N A B S T M E N R I C

S O U T H D A K O T A N E E J J O O E O S U

M A R Y L A N D L M I H N W N O N R S L I T

O P U T A H R S T L N N U E J V T G O F U N

A K A X H O A W O I E Y Z A V E R I T S O E

K R L S B C D R E T F C I J K A R A A X L K

S O A A I N A V L Y S N N E P M D S N O P E

A Y S X H C S R N A G I H C I M N A E T U R

R W K E H O W Y O M I N G V S A X Y S Y A H

B E A T C E M F I L G H T I K L O K I E O O

E N U K L M N A H M I H E R C A R T N H D D

N O R T H D A K O T A N A G L B N I D U A E

S R I R U O S S I M I T A I S A A S I N R I

N E W H A M P S H I R E B N O M O R A E O S

X G I P P I S S I S S I M I V A V W N S L L

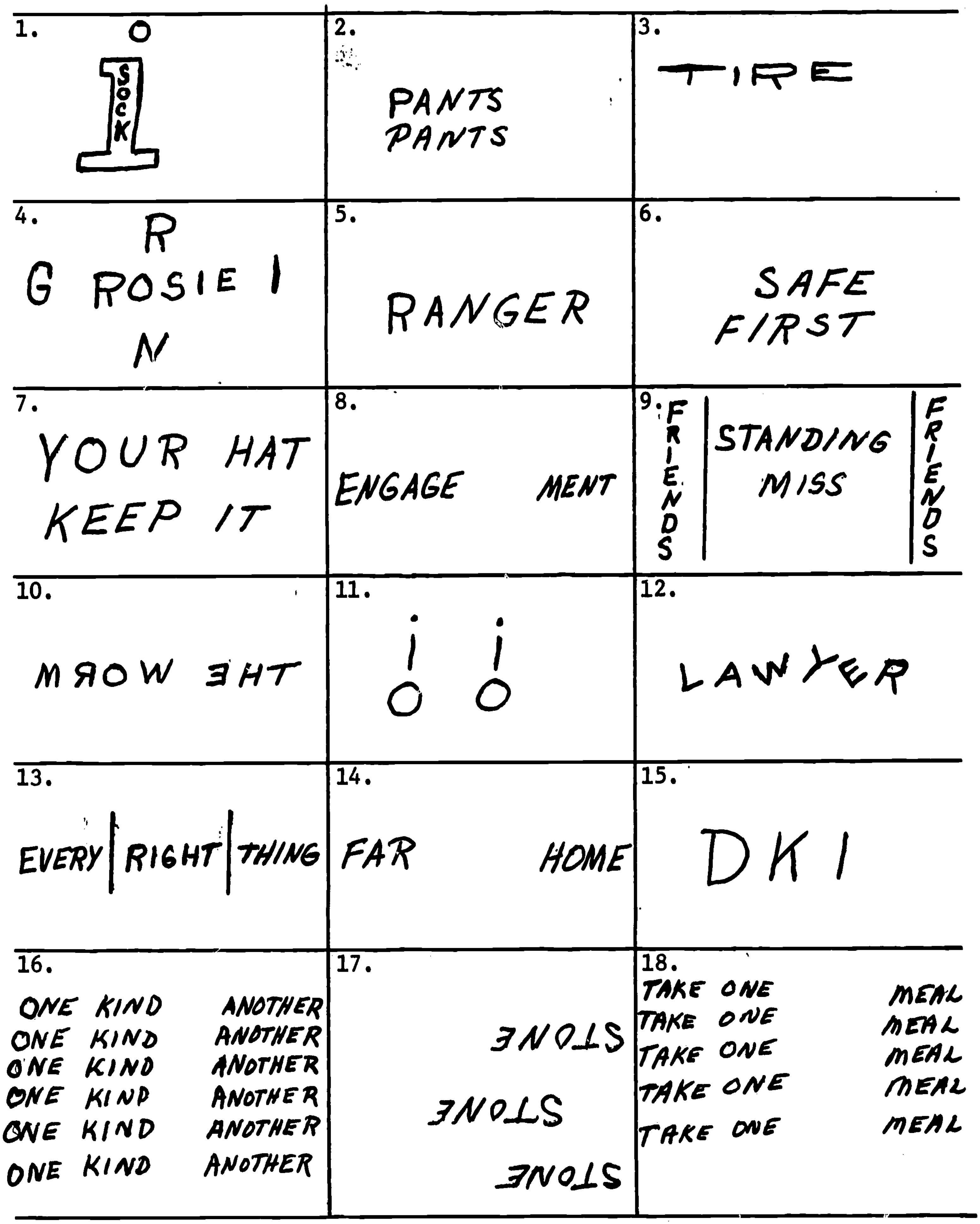
Y O C I X E M W E N D E L A W A R E A Z O A

X N I S N O C S I W R T S A N A T N O M C N

T T U C I T C E N N O C S I O N I L L I X D

DIRECTIONS: Find and circle as many states as possible within 10 minutes.

Famous Sayings



DIRECTIONS: Identify as many "sayings" as possible within 10 minutes.

"Squares" Exercise

Purpose:

To involve individuals in a collaborative task that demonstrates the way groups function and their own behavior during a problem-solving activity.

Materials:

Diagram of the "squares" (HANDOUT).

Participants:

All: groups of 4-6 members.

Time:

45 minutes.

Agenda:

1. Form the groups.

2. Explain the exercise and distribute the exercise sheets.

3. "Clock" the activity (15 minutes).

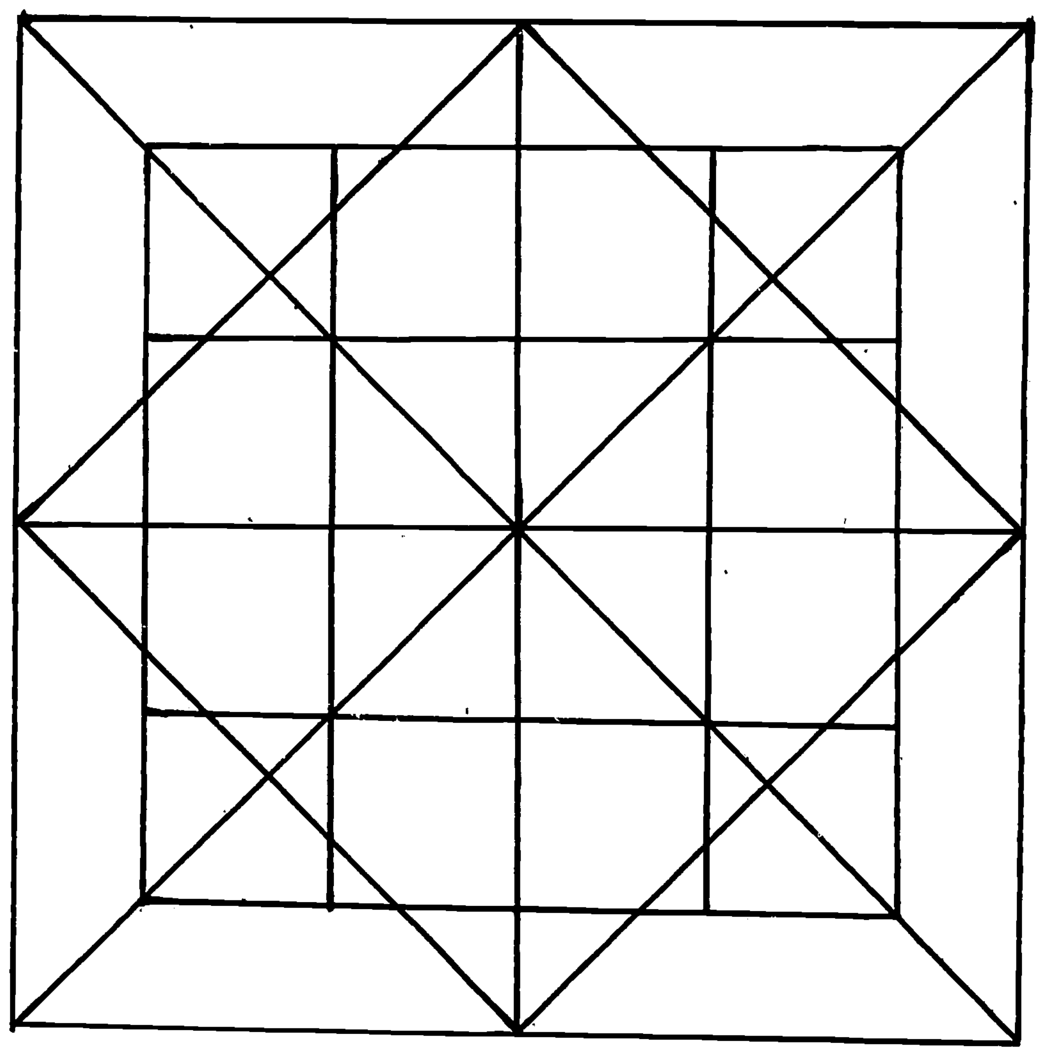
4. Discuss the results (correct solution = 40 squares) and the process. (30 minutes)

HANDOUT FOR

"Squares" Exercise

Directions:

Count the number of squares that the diagram contains. (Any line may delineate an edge of one or more squares.)



(2.c.)

Multiple Strategy Exercise

Purpose:

To involve individuals in a collaborative task that demonstrates the way groups function, techniques of leadership and observation, and their individual behavior and performance during a problem-solving activity.

Materials:

1 set of "insanity blocks" for each group.

1 tablet and pencil for each group.

HANDOUT #1 "Directions for Participants".
HANDOUT #2 "Consultant's Clues".
HANDOUT #3 "Observer's Evaluation Sheet".

Participants:

Small groups (6-7 members).

Time:

2 hours.

Agenda:

1. Explain purpose of the exercise.

2. Distribute and discuss directions (HANDOUT #1).

3. Form groups and distribute materials.

4. Allow one hour for each group to solve the problem.

5. Observers discuss their evaluations with each group.

6. Entire group discusses problem-solving experience.

HANDOUT #1 FOR

Multiple Strategy Exercise

Directions for Participants

1. Select a leader who will coordinate, arbitrate and expedite the activity. Only the leader may use the tablet and pencil to sketch strategies that members may suggest.

2. Select an observer who will evaluate the group's activity. (HANDOUT #3)

3. Select 4 "players" and give each player one of the blocks that only he may manipulate during the exercise.

4. Try to solve the problem:

   STACK THE 4 BLOCKS (vertically) SO THAT ALL FOUR COLORS

   SHOW ON EACH SIDE OF THE STACKED COLUMN.

   Note: the group may decide to try to "plot" a strategy before actually attempting to stack the blocks.

5. After working for 15 minutes, the team (if there is consensus) may ask the consultant to give them one of the three clues (HANDOUT #2) that he can provide.
   For each consultation, the team must forfeit 5 of its 60 minutes' working time.

6. At the end of the working time (60 minutes - any "consultation time" that has been used), the group may extend its working period 5 minutes for every correctly stacked block.

THIS PROBLEM CAN BE SOLVED!

HANDOUT #2 FOR

Multiple Strategy Exercise

Consultant's Clues

1. This clue costs your team 5 minutes.

The block having three red sides must be on the bottom with two of the red sides unexposed when stacked.

2. This clue costs your team 5 minutes.

The block with two red sides should be placed on top of the block with the three red sides; so that one red side of each block is touching the other red side.

3. This clue costs your team 5 minutes.

When all four blocks are stacked, one side will read from the <u>bottom</u> to the <u>top</u>: GREEN, RED, WHITE, and BLUE.

HANDOUT #3 FOR

Multiple Strategy Exercise

Observer's Evaluation Sheet

1. The leader helped the group make progress on the task:

   1 2 3 4 5 6
   low high

2. Group climate for innovation and creativity:

   1 2 3 4 5 6
   low high

3. The group utilized the resources of its members:

   1 2 3 4 5 6
   low high

4. Group's ability to compromise and adjust to difference of opinion and majority feeling:

   1 2 3 4 5 6
   low high

VI. OPERATIONAL DESIGN

VI. OPERATIONAL DESIGN

A. <u>Rationale</u>

1. Definition

In order to devise and install an effective training system and developmental strategy in a given on-the-job situation, an appropriate operational design must be formulated.

2. Attitudes, Knowledge, Skills

To formulate an operational design, the SCE should:

a. Possess the attitude that

(1) An objective method of solving problems can be developed, applied and transmitted to others.

(2) Solutions derived by persons whom they affect are internally satisfying.

b. Know how to orchestrate the resources within a group.

c. Be skilled in

(1) Collecting data
(2) Selecting appropriate data-collecting instruments
(3) Assisting others in weighing alternatives

3. Why Operational Design

Because the SCE will be confronted with indigenous problems in his school situation, he needs to acquire procedural techniques for assessing these difficulties and for perceiving needs that affect participants in his training group.

4. Conceptual Presentation

In order to provide experience in operational design, this component of the training program involves the potential SCE in activities that familiarize him with the concept and operational strategies, procedures and techniques to:

a. Assess needs
b. Develop strategies to meet identified needs
c. Collect data
d. Develop and test alternatives
e. Modify alternatives

5. Evaluation

In order to determine whether an SCE effectively functions in a group involved in problem-solving and whether he perceives and meets the needs of other members of the group, his attitude, behavior and performance must be evaluated.

Ultimately (through follow-up sessions), the training staff must observe the manner in which the SCE adjusts to and -- if possible -- solves problems existing in his own situation and training program.

B. Training Alternatives

To familiarize a potential SCE with the problems and methods entailed in designing an operational training program, the following activities provide experience in:

1. Assessing the situation

2. Assessing participants' concerns, perceptions, goals

3. Constructing a design

NOTE: each item has been coded to indicate its specific use. For example: *B.1.* indicates that "Identifying Target Area and Population" represents one phase of assessing the situation.

Identifying Target Area and Population

Purpose:

At the outset, an SCE must decide what segment of the impact area he wants to focus and affect. In determining this target, he must consider both the people to be involved and the logistical area to be serviced.

In most "impact areas", the category of personnel (administrators, teachers, counselors, etc.) and the geographic area are so diverse and extensive that the SCE needs to establish meaningful and realistic priorities.

Materials:

None

Participants:

SCE (prior to beginnning of the program).

Time:

Determined by SCE.

Agenda:

Determined by SCE.

Exploring the Impact Area

Purpose:

In order to construct a functional operational design, the SCE needs to familiarize himself with the system and talk with potential participants. The SCE also needs to assess the existing power structure within a system in order to determine (1) who best can initiate action, (2) where the support lies, (3) where the resistance might exist.

Materials:

None

Participants:

SCE

Time:

Determined by SCE (prior to beginning program).

Agenda:

Determined by SCE.

Conducting Preliminary "Design Sessions" with Prospective Clients

Purpose:

To stimulate group interaction and generate identification of participants' needs.

Materials:

Newsprint and markers.

Participants:

Total group.

Time:

Flexible

Agenda #1:

1. Brainstorm list of participants' needs.

2. Organize (categories and priorities) list.

3. Conduct force-field analysis of priority needs (3-5) to determine:

   a. Significant factors affecting these areas of need.

   b. Aspects of need areas that training activities might influence.

   c. Most effective training methods that might deal with the needs.

OR

Agenda #2:

Divide the total group into 3 "buzz groups". (If the group exceeds 15 members, form "buzz groups" of 5 and assign additional members to "fishbowl" the buzz sessions.)

1. Each group brainstorms 3 or 4 priority needs.

2. Groups exchange lists and draw implications.

3. Groups exchange "implications" and develop strategies for dealing with "implications".

4. Collect group responses and organize for <u>total group</u> to discuss and establish priorities.

5. Involve total group in selecting training alternatives:

    a. Form small groups (corresponding to number of priority needs established) and assign one need to each group which will state the outcome, the means for achieving the outcome and the criteria for judging the effectiveness of appropriate training.

    For example:

    If accurate budget reporting by local school principals has been cited as a "priority need", the desired outcome of training might be stated as "To train the school principal in the purposes of the budget form, the meaning and implication of specific items included, the method of completing the form, and the appropriate schedule for submission."

    A statement of criteria for judging the effectiveness of training then might be "In a written test the principal will be expected to respond with 100% accuracy regarding the purpose of the form, 100% accuracy regarding the meaning of the specific items, 70% accuracy regarding the application of the data reported in the specific items, 70% accuracy regarding the accepted method of completing the form, and 100% accuracy regarding the appropriate schedule for submission."

b. List training alternatives:

(1) Have group brainstorm possible training approaches that could be used to satisfy needs.

(2) Have group establish criteria for selecting an approach (such as time, cost, administrative receptivity, legality, etc.).

(3) Use the criteria to eliminate training alternatives that do not fit.

(4) Rank-order the remaining alternatives in terms of desirablity.

OR

<u>Agenda #3</u>:

Collect subjective data on previous performance:

1. Use "stub" sentence (completion) questionnaire. (see HANDOUT)

2. Group discussion

   Feed back composite results of questionnaire anonymously to participants. Utilize this material in discussion of problems, frustrations, attempted solutions, feelings about these matters, changes they'd like to see (in themselves, students, administration, community, etc.) and why.

3. Collect data from school records

   Teacher turnover/student dropout rates/academic standing/disciplinary problems, etc.

HANDOUT FOR

Agenda #3

a. *For administrators*

1) *The problem that most concerns me----------------*
2) *My professional staff--------------------------*
3) *The thing about students today------------------*
4) *If I were in control of the district (system, etc.)----------------------------------*
5) *In the classroom--------------------------------*
6) *The teacher's effect upon the student------------*
7) *The community----------------------------------*
8) *The use of lesson plans-------------------------*
9) *The parents-----------------------------------*
10) *I need---*

b. *For teachers*

1) *The problem that most concerns me----------------*
2) *School administration--------------------------*
3) *The thing about students today------------------*
4) *If I were in control of the school---------------*
5) *In the classroom I------------------------------*
6) *The teacher's effect upon the student------------*
7) *The learning process----------------------------*
8) *The use of lesson plans-------------------------*
9) *The parents-----------------------------------*
10) *I need---*

c. *For parents*

1) *The trouble with current educational practices--------------------------------------*
2) *The school administration----------------------*
3) *Students today---------------------------------*
4) *If I ran the school----------------------------*
5) *My child (children)----------------------------*
6) *The teacher's effect upon the student------------*
7) *The schools should-----------------------------*
8) *Funds for education----------------------------*
9) *Parents today---------------------------------*
10) *I would like----------------------------------*

d. *For students*

1) *The thing that bothers me*------------------------
2) *Most students*------------------------------------
3) *Most teachers*------------------------------------
4) *If I ran the school*------------------------------
5) *In class*---
6) *The purpose of education*-------------------------
7) *The community*------------------------------------
8) *Educators should*---------------------------------
9) *I think parents*----------------------------------
10) *I'd like to*-------------------------------------

(B.2.)

Exploring "Design" for Program with Inservice Group

Purpose:

To provide opportunity for the SCE and members of the inservice group to share information and insights about participants' concerns, relevant programming, and the concept of behavioral goals.

Materials:

Newsprint

Marking pens

HANDOUTS: "Goal Sheets"

Participants:

SCE and representatives from the group.
OR
SCE and prospective participants.

Time:

2 to 3 hours.

Agenda:

1. Informally discuss reasons for developing an inservice program and prospective participants' major concerns (individual goals, concepts of overall training objectives, etc.).

2. SCE presents concept of overall objectives.

3. Relate individual goals (cited in #1) to configuration of overall objectives.

4. Have participants behaviorally define goals in context of observable behaviors that an inservice program might effect. (Distribute and discuss HANDOUTS.)

NOTE: if participants work on this task in small groups, their respective behavioral definitions might be compared at the end of the session.

5. SCE selects training alternatives to achieve established goals.

HANDOUT #1 FOR

Exploring "Design" for Program with Inservice Group

NAME________________________________ DATE____________________

Sub-goal:____

____

____

Goal in operational terms:

Content	Teacher Behavior	Data Ideal	Data Real	Leader Behavior	Data Ideal	Data Real	Data Recording Systems

HANDOUT #2 FOR

Exploring "Design" for Program with Inservice Group

NAME________________________ DATE________________

Sub-goal:____

Goal in operational terms:

Content	Student Behavior	Data Ideal	Data Real	Teacher Behavior	Data Ideal	Data Real	Data Recording Systems

(B.2.)

Comparing Traditional Inservice and the SCE Program

Purpose:

To examine comparative advantages and disadvantages of a traditional and the SCE inservice program.

Materials:

Newsprint

Video tape of a traditional program.
OR
Agenda for a traditional program (HANDOUT).

Participants:

All

Time:

1 ½ hours.

Agenda:

1. Show a video tape or distribute agenda for a traditional inservice meeting. (For example: workshop in New Math.)

2. List and discuss specific positive and negative aspects of the program.

3. Describe the SCE program.

4. Compare positive and negative facets and components of the two types of inservice experience.

Exploring Initial Perceptions of the SCE's Role

Purpose:

To inductively develop participants' understanding of the role and function of an SCE.

Materials:

Tape recorder (if feasible).

Participants:

All

Administrators (Participants' respective administrators or overall administrator).

Time:

Flexible

Agenda:

(*NOTE:* If individual rather than group discussion of these questions seems more realistic and productive, conduct personal interviews and work up a composite summary.)

1. Discuss inservice training--

   Has the school previously conducted a program?

   If so: what was your reaction?
   how did the teachers react?
   how might the program have been improved?

   If not: what would your expectations be?

2. Discuss the potential role and function of an SCE--

   Explain the concept.

   Has or is anyone fulfilling this or a comparable role in the school system?

   If so: how do the instructors react to this individual?

   If not: what goals might you set for an individual fulfilling this function?

(B.2.)

Projecting Realistic Problems in Programming

Purpose:

To identify logistical, fiscal and other operational problems and devise flexible solutions.

Materials:

Newsprint, felt pens and pads.

Participants:

All

Time:

Flexible

Agenda:

1. Brainstorm potential complications:

   Scheduling
   "Release" time for teachers
   Allocation of space
   Procurement of supplies
   Funding
   Human resources

2. Discuss realistic aspects of each problem.

3. Devise practical solutions including alternatives.

4. Discuss ways to approach administrative personnel who must deal with the problem.

5. Role-play conferences with appropriate administrators to discuss problems entailed in initiating an inservice program.

Establishing Goals and Objectives

Purpose:

In order to clarify the purpose and desired outcomes of his projected activity, the SCE must conceptualize and state his goals and objectives. Otherwise, the SCE cannot design a functional program nor explain his program to others.

Materials:

None

Participants:

SCEs

Time:

Determined by SCE or training staff.

Agenda:

Determined by SCE or training staff.

(B.3.)

Analyzing Needs

Purpose:

To demonstrate the necessity for contextually designing a program fitting an actual and realistic situation.

Materials:

Newsprint for illustrating the following format:

PROBLEM	NEEDS	APPROACH
Large classes	Reduce class size	Combine practice classes and teachers

Participants:

All -- 2 or 3 small groups.

Time:

1-1½ hours.

Agenda:

1. Have each group list problems members can anticipate in working in their local situation. (½ hour)
2. Have each group indicate the need or needs that each problem generates and state these needs as operational goals. (½ hour)
3. Brainstorm specific approaches that might be used to achieve these operationalized goals.

Assessing Specific Needs

Purpose:

To involve participants in examining their "on-the-job" situation for which they must design a realistic and operable program.

Materials:

HANDOUT

Participants:

All

Time:

2-3 hours (preferably two sessions to allow interval for duplicating material developed during initial session).

Agenda:

1. Writing on the ditto master (HANDOUT), participants develop individual assessments of their actual working situation. (Material is dittoed for use in small group (3-4) working sessions.)

2. Members of each group question each other about their personal "needs assessment" handout.

3. Each group brainstorms alternative approaches to members' individual problems.

HANDOUT FOR

Assessing Specific Needs

Prepare format on ditto masters.

Area____________________________________

Name____________________________________

PROBLEMS	SPECIFIC NEEDS	APPROACHES	SUGGESTIONS (Group)

Constructing an "Ideal" Design

Purpose:

To simulate an SCE's experience in initially designing and sequentially developing an "ideal" program by utilizing critical appraisals of his plan.

Materials:

Pencils, paper for participants.

Participants:

All

Time:

Approximately 24 hours for conducting all the activities included in this training alternative.

Agenda:

Activity #1

1. Participants work up and describe:

   a. Ideal concept of what their inservice program would look like and why.

   b. Sequential steps (including results to be respectively achieved) that installation in a system necessitates.

   c. Brief description of administrator (or administrators) who must authorize installation of the program.

   (*NOTE:* Schedule a 2-hour work session during which participants may clarify instructions and ask specific questions. Allow an interval of 5 days for completing this assignment.)

2. Participants present their ideal designs to the group:

   a. The group critiques each design for:

      (1) Completeness of planning steps
      (2) Fiscal feasibility
      (3) Amount of time required to execute plan vs available or "real" time constraints
      (4) Relevance for meeting needs of training population -- how needs were determined and validity of needs assessment
      (5) Probable reactions of administration -- how reactions were assessed

   b. Each participant role-plays his administrator with another participant who must try to gain support for this "ideal" program.

   (NOTE: item *1.c.* profiles the "role-played" administrator.)

3. Training staff critiques each design.

Activity #2

Invite some representative administrators to attend sessions and critique individual participants' designs.

Activity #3

Invite a representative group of parents to attend sessions and critique individual designs -- particularly the actual training program design.

Activity #4

Invite a representative group of students to critique the individual designs (particularly the actual training program design) and the objectives that the SCE hopes to achieve with the training population. This activity potentially provides a "reality check" of the prospective trainees' relevant needs for successful functioning.

Activity #5

Group constructs an "ideal" design that basically would serve all inservice trainers though each would need to modify and adapt the design to his specific situation.

1. Allow the group to approach the task in their own way except that it must be performed as a group activity:

   a. Identify the fundamental elements and factors that any SCE in any inservice situation must perceive and consider in constructing an operable design.

   b. Utilize the substance of the critiques as guide-lines for constructing the generalized design.

2. Invite previously involved administrators, parents and students to critique the final design.

3. Training staff critiques the final design and synthesizes and concludes the <u>operational design</u> component of the training program.